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ABSTRACT

Published by the Texas Junior College Teachers Association (TJCTA), this newsletter reviews events affecting Texas' community junior colleges and their faculty, chronicles the efforts and activities of the TJCTA, and provides a forum for discourse on topics in community college education. This document consists of all 25 newsletter issues published for volumes 18 through 24, during the 8-year period, Fall 1986-April 1993. (AA)

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TJCTA Messenger

A Publication of the
Texas Junior College Teachers Association (TJCTA)

Volumes XVIII - XXIV

Fall 1986 - April 1993

(25 Consecutive Issues)

Charles L. Burnside
Editor

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TJCTA Messenger

A Publication of the Texas Junior College Teachers Association

Charles L. Burnside
Editor

TJCTA
MESSENGER
A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
7748 Highway 290 West, Suite 310 Austin, Texas 78736-3218

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VOLUME XVIII FALL 1986 NUMBER 1

ARTICLES INVITED FOR MESSENGER

TJCTA members are invited to submit original material for consideration for publication in future issues of the *Messenger*. Members may submit feature articles or essays of 1,200 to 2,000 words (6 to 10 double-spaced typed pages), or shorter pieces of 250 to 400 words (1 to 2 pages) intended as guest editorials, letters to the editor, or personal perspective analyses of problems, issues, or concepts.

All materials submitted should be original (not previously published) and designed specifically for Texas community junior college educators and/or members of the association. Topics should be of general interest to members and not limited to a single teaching discipline. No chapters from dissertations, theses, or research papers written for course work should be submitted. Standard English must be used; and writers should avoid excessive use of highly technical language.

Material submitted will be considered by the Editorial Review Board as to its interest and significance to members, its timeliness, and its clarity. Preference for publication will be given to material submitted by classroom instructors and instructional support personnel. The Editorial Review Board consists of Lawrence Bell, Tarrant County Junior College-Northeast Campus, chairperson; Anne Penney Newton, Temple Junior College; Douglas Johnston, San Antonio College; and Scott Nelson, North Harris County College-East campus.

All materials submitted will be promptly acknowledged, and a decision on publication will follow within 45 days. Members wishing to submit material for consideration should send one copy (typed, double-spaced) to:

TJCTA Editorial Review Board
c/o Lawrence Bell, Chairperson
Tarrant County Junior College-Northeast
828 Harwood Road
Hurst, Texas 76054

LEGISLATURE EXPECTED TO CUT FUNDS

The Texas Legislature, meeting in two back-to-back special sessions, has been grappling with the state's burgeoning fiscal crisis since early August. Observers say that there is no longer any question about *whether* state spending on higher education will be cut; the questions are *where?* and *by how much?*

Gov. Mark White, in addressing the lawmakers regarding the anticipated $2.8 billion shortfall in state revenue, recommended cuts in junior college appropriations of 17.6 percent off current year funding. Fortunately—at least in this case, the governors' budget messages are usually given only scant attention by legislators serving on the budget-writing committees.

During the first 30-day special session, called by White when it became clear that the state's fiscal woes could not be ignored until after the November general election, the House of Representatives voted to cut community junior college funding for the 1986-87 fiscal year by 9 percent, while the Senate voted a 6 percent cut. Conferees were unable to reach a compromise between the two "budget-balancing bills" before the session ended Sept. 4. Another special session was called immediately, and both

(Continued on page 8.)

COMPARISON OF FUNDING PROPOSALS

The table below shows a comparison of state funding for community junior colleges for the fiscal year beginning Sept. 1, 1986, as provided in the general appropriations bill adopted by the Legislature in 1985, with the cuts proposed by Gov. Mark White and those adopted by the House of Representatives and Senate.

State Appropriations to Community Junior Colleges for Fiscal Year 1987

General Appropriations Bill, 69th Legislature	Funding Levels Proposed in Special Session		
	Governor	House of Representatives	Senate
$446,436,331	$367,863,537	$406,257,059	$419,650,153
Reduction from original bill	78,572,794	40,179,269	26,786,179
Percent of reduction	17.6%	9%	6%

CONFERENCE PLANNED FOR FACULTY LEADERS

Juliet Garcia

Wilhelmina Delco

The seventh annual TJCTA Conference for Faculty Organization Leaders will be held Saturday, Sept. 27, at the Hyatt Regency hotel in Austin. The conference will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m.

Principal speaker for the opening session will be Juliet V. Garcia, president of Texas Southmost College. Her topic will be "The Faculty Role in College Decision-Making." Dr. Garcia holds degrees from the University of Houston (BA and MA) and the University of Texas at Austin (Ph.D. in communications). She was on the faculty of Texas Southmost College for seven years prior to being named dean of arts and sciences in 1981. In February 1986, she was appointed president. Dr. Garcia is in her second term as a member of the Commission on Colleges of the Southern Association of Colleges and Schools. She chairs the SACS Committee on Standards and Reports for community junior colleges.

The conference's second session will feature a discussion of "Recent Developments in Case Law Affecting Faculty Rights." Speakers will be Frank Hill and Marcia Wise, attorneys with the firm of Hill, Heard, Oneal, Gilstrap & Goetz, of Arlington. Mr. Hill holds a bachelor's degree in English from the University of Texas at Arlington and received his law degree from Southern Methodist University School of

(Continued on page 8.)

PRESIDENT'S MESSAGE

Welcome to the 1986-87 TJCTA year! Your officers and committees have been at work during the spring and summer with your best interests in mind.

In April, our state office was relocated. We had outgrown our previous facilities, and that office building was taken over by a proprietary school. An excellent 5-year lease was negotiated for space in a new 10-story office building in southwest Austin.

Our officers and committee chairpersons participated in a leadership retreat in May. Good "brainstorming" sessions resulted in detailed plans for the coming year.

In June and July, meetings of the Membership and Professional Development committees were held, where plans were developed for the annual membership campaign (now in high gear on your campus) and for the annual TJCTA Conference for Faculty Organization Leaders. The newly created Editorial Review Board also met and assumed responsibility for obtaining articles for future issues of the *Messenger*. During the next two months, the Legislative, Membership Services, and Nominating committees will be meeting, each with a full agenda of vitally important issues bearing on the future of our profession and the association.

Committees Appointed

We are fortunate to have many talented, dedicated members who are willing to devote their time and energies to the cause of the association. Members of TJCTA committees are appointed by the president subject to confirmation by the Executive Committee. A great many members volunteered to serve or were recommended by others.

In making committee appointments, conscious consideration was given to such factors as geographical balance, representation of schools of various sizes, involvement of members from schools with limited TJCTA participation, and the value of recruiting "new" persons into the ranks of association leadership (including minorities and women).

I want to thank all those who offered suggestions and those who volunteered to serve the association in committee posts. We have an excellent slate of committee members, ably led by conscientious chairpersons. You will be reading and hearing of the valuable work of our committees—beginning with this issue of the *Messenger*.

Challenging Times

No one has to be told that our members—and the colleges where they work—have entered a time of great challenge. The dismal fiscal condition of our state shows no signs of early improvement. In view of the fact that most of our two-year colleges receive 60 per cent (or more) of their operating funds from state appropriations, the $2.8 billion shortfall in state revenue will mean certain cuts in college budgets. As this issue of the *Messenger* went to press, the Texas Legislature was convened in special session to consider—not *whether*—but *how much* to cut spending, including state aid to community junior colleges.

You should know that TJCTA representatives have been very busy throughout the two special legislative sessions called to deal with the monetary crisis. Our spokespersons will continue to work hard to ensure that cuts in community junior college funding are held to a minimum.

SCHEDULE OF COMMITTEE MEETINGS

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Executive Committee
Friday, Sept. 26, 1986, 5:00 p.m., Hyatt Regency, 208 Barton Springs Road, Austin
Friday, Dec. 5, 1986, 6:00 p.m., Hyatt Regency, 1200 Louisiana St., Houston
Wednesday, Feb. 18, 1987, 6:00 p.m., Hyatt Regency, 1200 Louisiana St., Houston
Saturday, Feb. 21, 1987, 1:30 p.m., Hyatt Regency, 1200 Louisiana St., Houston

Professional Development Committee
Friday, Sept. 26, 1986, 3:00 p.m., Hyatt Regency, 208 Barton Springs Road, Austin
Thursday, Feb. 19, 1987, 1:00 p.m., Hyatt Regency, 1200 Louisiana St., Houston

Legislative Committee
Saturday, Oct. 18, 1986, 10:00 a.m., Ramada Inn-Love Field, 6900 East Cedar Springs Road, Dallas
Thursday, Feb. 19, 1987, 1:00 p.m., Hyatt Regency, 1200 Louisana St., Houston

Membership Services Committee
Saturday, Oct. 4, 1986, 10:00 a.m., Ramada Inn-Love Field, 6900 East Cedar Springs Road, Dallas
Thursday, Feb. 19, 1987, 1:00 p.m., Hyatt Regency, 1200 Louisiana St., Houston

Nominating Committee
Saturday, Nov. 1, 1986, 10:30 a.m., Hyatt Regency, 208 Barton Springs Road, Austin

Resolutions Committee
Thursday, Feb. 19, 1987, 3:00 p.m., Hyatt Regency, 1200 Louisiana St., Houston

Auditing Committee
Thursday, Feb. 19, 1987, 2:00 p.m., Hyatt Regency, 1200 Louisiana St., Houston

Also, for the past year the Select Committee on Higher Education (created by the Legislature in its 1985 regular session) has held more than 20 meetings. TJCTA officers, committee members, and staff have been diligent in monitoring Select Committee meetings and following the committee's work. We have provided research data and expressed the concerns of our members on several occasions—both in written statements and in private conversations with Select Committee members and staff.

As you can see, your association has been busy. Through TJCTA, *you* are represented each time a legislative committee meets. And *you* are represented in the deliberations of the Select Committee. Through TJCTA, *you* will influence—constructively and boldly—the decisions which are made.

It is important to remember that TJCTA is the *only* organization dedicated exclusively to serving the interests of educators in our state's two-year colleges. We have seen instances already—and there will most certainly be more times in the months immediately ahead—when the financial security of our colleges is threatened, the academic integrity of our courses is challenged, and the qualifications of our instructors are questioned by representatives of other levels of higher education. In reacting to those threats and challenges, TJCTA leaders can respond immediately and forthrightly. *All* of our officers, *all* of our committee members and *all* of our professional members come from the ranks of educators in the state's two-year colleges. This means, of course, that our energies and resources need not be divided or diluted but are committed entirely to the promotion of the welfare of community junior college educators and the institutions they serve.

In order to continue the positive, professional representation of *your* interests in Austin, TJCTA needs your active membership and participation. Now . . . more than ever . . . TJCTA needs you—and your colleagues—to maintain a strong voice at a crucial time. If you have not yet renewed your membership for 1986-87, you will find a form on the back page of this issue of the *Messenger* for your convenience. If your membership is already renewed, please share the enrollment form with a colleague and encourage him or her to join.

This year promises to be exciting and challenging. I look forward to the privilege of serving you. I especially look forward to the pleasure of meeting many of you in my visits to your campuses and in next February's convention in Houston.

Doris Huibregtse

TJCTA
MESSENGER

VOLUME XVIII FALL 1986 NUMBER 1

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DORIS HUIBREGTSE
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

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***EDITOR'S NOTE:** Following is the text of the keynote address delivered at the 1986 TJCTA convention.*

An Education of Value

Moral Values in the Classroom

CHRISTINA HOFF SOMMERS
Assistant Professor of Philosophy
Clark University

Until recently I taught an ethics course called Contemporary Moral and Social Problems. Although I have come to expect it, I was always somewhat taken aback by some of the things students said in their course evaluation forms. Two characteristic remarks stand out in my mind. "I learned there is no right or wrong, just good and bad arguments." And the second, "I learned there is no such thing as morality." Not all of my students thought this way and not all were quite so blunt, but many did say much the same thing. I had to ask myself what it was about the class that was fostering this sort of moral agnosticism and skepticism. I think I have found the answer and have since changed the course accordingly.

The course, as I used to give it, is entirely typical of ethics courses being offered on college campuses throughout the country. So let me tell you a little about it. At the beginning of the semester we studied a bit of moral theory, going over the strengths and weaknesses of Kantianism, utilitarianism, social contract theory, and relativism. We then analyzed and argued about several topical moral issues: abortion, censorship, capital punishment, world hunger, and affirmative action.

As many of you may know, there has been a very important innovation in the teaching of college ethics in the past 15 years. Philosophy departments are now attracting an unprecedented number of students in their courses in "applied ethics"—courses that apply the special logical techniques of philosophy to everyday moral issues. Today there are dozens of journals and hundreds of books and articles and, according to the Hastings Center, 11,000 college courses in applied ethics with titles such as Business Ethics, Medical Ethics, Ethics for Engineers, Ethics in Everyday Life, Ethics for Social Workers, Nurses, Lawyers, Journalists.

These newly popular courses focus mainly on moral dilemmas and controversies. In teaching them, I felt I had to present careful and well-argued positions on all sides of the controversial issues. In this atmosphere of arguments and counterarguments it appears that students get the message that *all* moral questions have at least two sides: all of ethics is controversial.

Because of the emphasis on problems and dilemmas, students do not realize that some things are clearly right or clearly wrong and not subject to serious debate or doubt. I recently said this on a television interview in Boston and the skeptical journalist replied, "Oh, really? Name one." I stammered for a moment and then found myself rattling them off. It is wrong to betray a friend, to mistreat a child, to humiliate someone, to torment an animal. To think only of yourself, to steal, to lie, to break promises. And on the positive side: It is *right* to be considerate and respectful of others; to be charitable, honest, and forthright.

One might say, "Well, of course, no one really doubts these things. There is no need to waste precious school time on homilies and sermons advertising self-evident moral truths about everyday decency." But of course it is not a waste of time at all. For how do students learn these things? The ideals of personal decency and social and familial responsibility are self-evident only to those who have been brought up within a powerful moral tradition that has been effectively passed on from generation to generation. The literature and traditions of our Western culture play a great part in teaching us about how to live a worthy life—how the duties of friendship and familial and civic responsibilities give meaning to our lives and qualify our very identities as moral persons. But to be effective we must approach the heritage of the past in a morally explicit manner. Is this, in fact, what we are doing?

To ask this question before a body of teachers is to answer it all too quickly: most of us are keenly aware that in America moral education is approached warily if at all. In the eyes of a great many teachers, moral education is synonymous with indoctrination or even brainwashing. Even classes specifically designed for the teaching of ethics have been affected by this attitude. An article appeared recently in the *New York Times* entitled "Ethics Classes Avoid Teaching Right and Wrong." The article tells of a guidance counselor in Teaneck, New Jersey, who found that in one of his counseling groups all 15 of the juniors and seniors thought that a fellow student had been foolish to return a purse containing a thousand dollars. When the students asked him his opinion, he told them he believed the student had done the right thing, but that he did not wish to force *his* values on them. "If I come from the position of what is right and wrong, then I am not their counselor."

I am prepared to agree that it may often be undesirable for a teacher or a counselor to take an adamant stand on a controversial issue such as capital punishment or even abortion and to put pressure on students to believe only what the teacher believes. When we argue about these controversial matters, we do so because it may not be finally clear what our moral tradition has to say about them.

The Judeo-Christian ethic, as it has come down to us through classical Greco-Roman traditions and the Enlightenment, is grounded in the principles of the sanctity of human life as well as principles and ideals of compassion and individual liberty and choice. We often argue about euthanasia, capital punishment, abortion, or censorship because we disagree on which of these principles is more basic and overriding. But that is not the same

Give the students the intellectual and moral heritage that is their birthright.

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as saying that we disagree on the basic principles themselves.

This distinction I am drawing—between "basic ethics" and "dilemma ethics"—explains why we may be uncomfortable when teachers impose their special emphases and points of view on a given issue. It also explains why we are even more unhappy when they do *not* take a firm stand on a moral truism such as "Thou shalt not steal." When dilemma ethics is overemphasized one may fall into the trap of thinking there are no ethical truths. Even some philosophers fall into this trap. That is one reason why the Oxford philosopher G. J. Warnock warns his fellow moral philosophers not to be bullied out of holding fast to the "plain moral facts."

Who in our society is taking on the job of passing on to the next generation the plain moral facts that define the core of a morally decent life? Certainly many parents are doing this. But the moral education of children has to be a cooperative effort in which lessons taught at home are reinforced by other social institutions such as the school or church and youth organizations. My concern is that many teachers have become timid and lost confidence in the part they should be playing as moral educators. For it is our vocation to be the transmitters of a cultural heritage that embodies the traditional values that we all recognize as the "plain moral facts."

Moral Agnosticism

But timidity and "loss of confidence" in the propriety of transmitting the moral tradition is only half of the story. The other half is that many highly regarded professional educators welcome the timidity and loss of confidence as a *good* thing. Two influential contemporary movements in moral education take special pride in repudiating the Western moral tradition. Far from passing it along, they actively disavow it and argue for a radically new and different approach. It is well worth taking a closer look at this turn of affairs. I will first examine it at the primary and secondary levels. I will then get back to discussing the moral agnosticism of college students. Some of what I shall be describing is familiar to you; some of the programs are no longer as fashionable as they once were. But even where a given program is on the wane, what remains is the widespread belief that the traditional style of moral education is gone forever—and the conviction that this is as it should be.

In 1970, Theodore Sizer, Dean of the Harvard School of Education, co-edited with his wife Nancy a book entitled *Moral Education*. The preface set the tone by condemning the morality of "the Christian gentleman," "The American prairie," the McGuffey *Reader*, and the hypocrisy of teachers who tolerate a grading system that is "the terror of the young." According to the Sizers, all of the authors in the anthology agree that "the 'old morality' can and should be scrapped." Well, what do they think should replace it?

At present, two opposing ideologies dominate moral education: the values clarification movement, whose best-known proponent is Sidney Simon of the University of Massachusetts School of Education; and the cognitive moral development movement, whose chief spokesman is Lawrence Kohlberg, a professor of psychology and education, and director of the Center for Moral Education at Harvard.

One gains some idea of the new moral educators from the terminology they use. Courses in ethics are called "values clarification" or "cognitive moral development;" teachers are "values processors," "values facilitators," or "reflective-active listeners;" lessons in moral reasoning are "sensitivity modules;" volunteer work in the community is an "action module;" and teachers "dialogue" with students to help them discover their own systems of values. In these dialogues the teacher is advised not to discuss "old bags of virtues," such as wisdom, courage, compassion, and "proper" behavior, because any attempt to instill these would be to indoctrinate the student.

Values clarification, according to its followers, is meant to help students to discover "their own feelings . . . so that the choices . . . they make are conscious and deliberate: based on their own value system." The success of the values clarification movement has been phenomenal. In 1975, a study from the Hoover Institute referred to "hundreds perhaps thousands of school programs that employ the clarification methodology" and reported that ten states have officially adopted values clarification as a model for their moral education programs. Proponents of values clarification consider it inappropriate for a teacher to encourage students, however subtly or indirectly, to adopt the values of the teacher or the community.

In their book, *Readings in Values Clarification*, Simon and his colleague Howard Kirschenbaum write:

> We call this approach "moralizing," although it has also been known as inculcation, imposition, indoctrination, and in its most extreme form brainwashing. Moralizing is the direct or indirect transfer of a set of values from one person or group to another person or group.

The teacher then must avoid giving the students a set of values. In place of this the student of values clarification is taught awareness of his preferences and his right to their satisfaction in a democratic society.

Western literature and history are two traditional alienating influences that the values clarification movement is on guard against. The values clarification theorist does not believe that moral sensibility and social conscience are, in significant measure, learned by reading and discussing the classics. Instead, Simon speaks of the precious legacy we can leave to "generations of young people if we teach them to set their priorities and rank order the marvelous items in life's cafeteria."

Moral Stupor

As a college teacher coping with the motley ideologies of high school graduates, I find this alarming. Young people today, many of whom are in a complete moral stupor, need to be shown that there is an important distinction between moral and nonmoral decisions. Values clarification blurs the distinction. Children are queried about their views on homemade Christmas gifts, people who wear wigs, and whether or not they approve of abortion or would turn in a hit-and-run driver as if no significant differences existed among these issues.

It is not surprising that teachers trained in neutrality and the principled avoidance of "moralizing" sometimes find themselves in bizarre classroom situations. The following conversation took place between a values clarification teacher and her students:

STUDENT: Does this mean that we can decide for ourselves whether to be honest on tests here?

TEACHER: No, that means that you can decide on the *value*. I personally value honesty; and although you may choose to be dishonest, *I* shall insist that we be honest in our tests. In other areas of your life, you may have more freedom to be dishonest.

When tolerance is the sole value, the student learns to tolerate the intolerable.

Another teacher said, "My class deals with morality and right and wrong quite a bit. I don't expect my students to agree with me; each has to satisfy himself according to his own conviction, as long as he is sincere, and thinks he is pursuing what is right. I often discuss cheating this way, but I always get defeated because they will argue that cheating is all right. After you accept the idea that kids have the right to build a position with logical arguments, you have to accept what they come up with."

It is assumed that the student has values; the values clarification teacher is merely "faciliating" the student's access to them. Thus, no values are taught. The emphasis is on *learning how*, not on *learning that*. The student does not learn *that* acts of stealing are wrong; he learns how to get in touch with how he feels about such acts.

The classical moral tradition will not be revived by the practitioners of values clarification. Indeed, it is, in their eyes, an alien tradition that is insensitive to the individual needs and rights of the contemporary student.

Free Moral Agents

Lawrence Kohlberg, the leader of the second major movement in moral education, shares with values clarification educators a low opinion of traditional morality. In his contribution to Theodore and Nancy Sizer's anthology, *Moral Education*, he writes, "Far from knowing whether it can be taught, I have no idea what virtue really is." Kohlberg's disclaimer is not a Socratic confession of ignorance; he considers the teaching of traditional virtues to be at best a waste of time and at worst coercive. Like Sidney Simon, he, too, uses the language of conspiracy to characterize the traditional American educational system. He refers often to the "hidden curriculum" and insists that the teacher must not be "an agent of the state, the church, or the social system, [but] rather . . . a free moral agent dealing with children who are free moral agents."

Kohlberg cites as an example of covert indoctrination a teacher who yelled at some boys for not returning their books to the proper place: "The teacher would have been surprised to know that her concerns with classroom management defined for her children what she and her school thought were basic values, or that she was engaged in indoctrination." Kohlberg and his disciples are currently busy transforming some of the best school systems in the country into what he calls "just communities" where no such indoctrination takes place.

Kohlberg's authority derives from his cognitive developmental approach to moral education. His method is to ask children to respond to hypothetical moral dilemmas. This one, for example:

> There is a man named Heinz whose wife needs a certain drug to save her life. The pharmacist who is in sole possession of the drug refuses to sell it to him at a price he can afford. Should Heinz steal the drug in order to save his wife's life?

By their answers children show themselves to be at one of three stages of moral development. (Each stage is partitioned into two parts.) Kohlberg characterizes these stages as:

1. premoral (right and wrong are evaluated in terms of rewards and punishments)
2. conventional (right and wrong are determined by appeals to authority)
3. moral autonomy (the child himself articulates and endorses universal principles of justice)

Kohlberg and those cognitive psychologists that follow him claim that by sharpening students' reasoning abilities and by discussing dilemmas with them, they can promote them to a higher stage within a single academic semester. Not bad. But to achieve these results it seems you need to have written your Ph.D. thesis with Kohlberg himself. From teachers outside that circle we hear no reports of these dramatic developments. On the contrary, the reported results are overwhelmingly disappointing.

Kohlberg's work is highly controversial and much criticized and it is far too early to say whether any of his ideas are sound enough for eventual use in the classroom. But his methods have nevertheless been adopted and are being applied by school systems in various parts of the country (Brookline, Mass., Scarsdale, N.Y., Salt Lake City, for example).

To sum up: the current movements in the reform of moral education are replacing the tried and true with theories that are untried and very probably untrue. I believe that teachers who apply the methods advocated by Simon and Kohlberg are doing almost nothing to dispel moral ignorance and quite a lot to add to the moral confusion.

Tolerate the Intolerable

The denigration of moralizing common to values clarification and cognitive development theories has been effective even in those schools where the reforms have not yet penetrated. Increasingly nowadays, few teachers have the temerity to give the impression of praising the so-called middle-class virtues. The exception is the virtue of tolerance. But when tolerance is the sole virtue, the student learns to tolerate the intolerable and his capacity for a normal moral indignation, so important for moral development, is severely inhibited.

The student entering college today shows the effects of an educational system that has kept its distance from the traditional virtues and traditional morality. The half-baked relativism of the college student tends to undermine his common sense. In a term paper that is far from atypical, one of my students wrote that Jonathan Swift's "modest proposal" for solving the problem of hunger in Ireland by harvesting Irish babies for food was "good for Swift's society, but not for ours." In class discussions of world hunger or human rights there are always a fair number of students who are not convinced that starvation—or even torture—is universally and intrinsically evil. "Who are we to judge what is good or bad in another society?" they ask me.

All too often one comes up against a grotesquely distorted perspective that common sense has little power to set right. And it appears that teachers in other disciplines are also struck by the moral obtuseness of their students. Richard M. Hunt, a professor of government at Harvard University, gave a course on the Holocaust to 100 Harvard undergraduates. In the course he was disturbed to find that a majority of students adopted the view that the rise of Hitler and the Nazis was inevitable, that no one could have resisted it, and that in the end no one was responsible for what happened. Hunt's teaching assistant remarked to him, "You know, I think if some of our students were sitting as judges at the Nuremberg trials, they would probably acquit—or at least pardon—most of the Nazi defendants." Professor Hunt has dubbed his students' tolerant and forgiving attitude toward the past "no-fault history."

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"AN EDUCATION OF VALUE"

(Continued from page 5)

Professor Susan Resnick Parr, Dean at the University of Tulsa, reports that when she teaches Tennessee Williams' *A Streetcar Named Desire*, a majority of students initially support Stella Kowalski's decision to have her sister Blanche committed rather than believe Blanche's story that Stanley raped her. Though appalled at the rape itself, a few students did condone it because Blanche had belittled Stanley, as if insult is a sufficient justification for rape.

Fear of Indoctrination

It is fair to say that many college students are thoroughly confused about morality. What they sorely need are some straightforward courses in moral philosophy and a sound and unabashed introduction to the Western moral tradition—something they may never have had before. But few teachers will use that tradition as a source of moral instruction: the fear of indoctrination is even stronger in the colleges than it is at primary and secondary schools. In a recent study of the teaching of ethics prepared by the Hastings Center, the authors write:

> No teacher of ethics can assume that he or she has so solid a grasp on the nature of morality as to pretend to know what finally counts as good moral conduct. No society can assume that it has any better grasp of what so counts as to empower teachers to propagate it in colleges and universities.

This is the received view. It would, however, be altogether incorrect to say that the colleges are ignoring moral instruction. As I said in the beginning, philosophy departments, isolated and marginal for many years, are now attracting unprecedented numbers of students to their courses in medical ethics, business ethics, ethics for everyday life, ethics for engineers, nurses, social workers, and lawyers. The new interest in applied ethics is itself a phenomenon to be welcomed. Public discussions of controversial issues will surely benefit from the contributions of philosophers, and the literature of applied ethics should be read by anyone who seeks a responsible understanding of topical issues.

Nevertheless, the literature of applied ethics, like the literature of values clarification and cognitive moral development, has little or nothing to say about matters of individual virtue. Discussion centers around questions of public issues. The resurgence of moral education in the college thus encourages the shift away from personal morals, replacing it with an almost exclusive preoccupation with the morality of institutional policies. Discussion centers on the pros and cons of capital punishment, transplant surgery, and similar issues. Since most students are not likely to be involved personally in administering the death penalty or selecting candidates for transplants; and, since most will never do recombinant DNA research, or even have abortions, the purpose of the courses in applied ethics is to teach students how to form responsible opinions on questions of social policy. This is very important. But it is not enough.

The applied ethics movement in the universities started in the late 1960s when philosophers became interested once again in normative ethics. Between 1940 and 1968 ethics had been theoretical and methodologically self-conscious, to the relative neglect of practical ethics. A large number of philosophers emerged from the '60s eager to contribute to national moral debates. But like Simon, Kohlberg, and their followers, these philosophers were suspicious and distrustful of moralizing and deeply averse to indoctrination.

It is no small feat to launch a powerful and influential movement in normative ethics without recourse to the language of vice and virtue and a strong notion of personal responsibility, but that is exactly what is being attempted. The new university moralists, uncomfortable and ideologically at odds with the discredited middle-class ethics, are making their reform movement succeed by addressing themselves, not to the vices and virtues of individuals, but to the moral character of our nation's institutions. Take a look at almost any text used today in college ethics courses and you will find that almost all of the articles consist of philosophical evaluations of the conduct and policies of schools, hospitals, courts, corporations, and the United States government.

Moral Spectator

Inevitably the student forms the idea that applying ethics to modern life is mainly a matter of learning how to be for or against social and institutional policies. Appropriately enough, many of the articles sound like briefs written for a judge or legislator. In that sort of ethical climate, a student soon loses sight of himself as a moral agent and begins to see himself as a moral spectator or a protojurist. This is not to deny that many of the issues have an immediate personal dimension. They do, but the primary emphasis is not on what one is to do or be like as a person but on what one is to believe as a member of society—in other words, on ideology and doctrine rather than on personal responsibility and practical decency.

A student trained in a practical ethics that has avoided or de-emphasized individual responsibility is simply unprepared for any demand that is not politically or ideologically formulated. The student is placed in the undemanding role of the indignant moral spectator who need not face the comparatively minor corruptions in his own life.

We are speaking of moral education at the college level. And, once again, in a different form, we find an energetic attention to dilemmas and an inattention to private ethics. The teaching of private ethics is assumed to be a dangerous form of indoctrination that could bring about a uniform society in which freedom is diminished. But right now we are indeed threatened by a dangerous trend to uniformity. For what we actually have is a uniformity of moral timidity, moral silence, and moral skepticism.

We face the choice of teaching what we believe or of scrupulously refraining from doing so out of fear of "imposing a set of values" on the hapless students. But what values would we burden them with? Most of us are in favor of giving back the purse to its owner; we are *for* honesty and truthfulness. We are for considerateness and personal responsibility. We are against manipulating people, against selfishness. These values are in the literature we teach. Why should we not be telling the story and driving home the moral?

We should then, as teachers, be wary of gimmicks that bypass the classical tradition; we should teach both the literature and the moral philosophy of that tradition. At the primary level we must tell its stories. Storytelling is a nearly universal form of moral education. Achilles, Odysseus, and Aeneas were moral paradigms for Greek and Roman children. In later times they had Beowolf, King Arthur, and Parcifal. For generations children have listened to Bible stories, heard tales of the lives of the saints. Saul Bellow tells how in traditional Jewish culture, life without stories would have been inconceivable.

The philosopher Alasdair MacIntyre is concerned by the threatened role of storytelling in contemporary child rearing:

> Man is essentially a storytelling animal. We enter society with one or more roles into which we have been drafted and we have to learn what they are. . . . It is through hearing stories about wicked stepmothers, lost children, good but misguided kings . . . that children learn . . . what a child and what a parent is . . . and what the ways of the world are. Deprive children of stories and you leave them unscripted, anxious stutterers in their actions and their words.

Of course, teachers who are themselves moral agnostics will not be able to tell stories with moral conviction. Inevitably their students are rendered inarticulate "moral stutterers." Many of today's professional educators avoid the telling of stories, parables, and fables and instead they present the student with abstract moral dilemmas such as: "Seven people are in a lifeboat that has provisions for four: What should they do?" Or Kohlberg's case of Heinz and the stolen drug.

No Heroes or Villains

Let us consider for a moment just how the current fashion in dilemmas differs from the older approach through moral tales and parables. For this purpose it will be useful for me to tell you, briefly, one of the stories Saul Bellow includes in his collection of traditional Jewish tales.

> There was once a Rabbi in a small Jewish village in Russia who vanished every Friday morning for several hours. The devoted villagers boasted that during these hours their Rabbi ascended into heaven to talk with God. A skeptical newcomer arrived in town, determined to discover where the Rabbi really went. On one Friday morning the newcomer hid near the Rabbi's house, watched him rise, say his prayers, and put on the clothes of a Russian peasant. He saw him take an ax and go into the forest, chop down a tree, and gather a large bundle of wood. Next the Rabbi proceeded to a shack in the poorest section of the village in which lived an old woman and her sick son. He left them the wood which was enough for the week. The Rabbi then quietly returned to his own house. The story concludes that the newcomer stayed on in the village and became a disciple of the Rabbi. And whenever he hears one of

his fellow villagers say, "On Friday morning our Rabbi ascends all the way to heaven," the newcomer quietly adds, "If not higher."

In a moral dilemma such as the Heinz case or the lifeboat case, there are no obvious heroes or villains: the characters lack moral personality. They exist in a vacuum outside of traditions or social arrangements that shape their conduct in the problematic situation confronting them. In a dilemma there is no obvious right or wrong and no clear vice or virtue. The issues are balanced: the listener is to decide for himself. Commenting on the moral emptiness of dilemma ethics, the psychologist William Kirkpatrick has said: "One cannot imagine parents passing down to their children the saga of Heinz and the stolen drug." By contrast, in the story of the Rabbi and the skeptical outsider, it is not up to the listener to decide whether or not the Rabbi did the right thing. The moral message is clear. Here is a good man—merciful, compassionate, and actively helping vulnerable people. *Be* like that person. And even the skeptic gets the point.

Of course, moral puzzles and dilemmas do have their special place in a complete moral education. To teach something about the logic of moral discourse, and the practice of moral reasoning in resolving conflicts of principles is clearly important. But casuistry is not the place to *start* and, taken by *itself*, it provides little or no moral sustenance. And it gives many a student the impression that ethical thinking is a lawyer's game.

Moral Education

We have seen that the idea that moral instruction is tantamount to "indoctrination" in a morally bad sense is promoted by many educational theorists. This fallacy is widely accepted by many an educated layman. When asked if she thought moral education should take place in the public schools, Miss Manners, the popular authority on etiquette, replied: "Personally, Miss Manners thinks that the parents of America should offer the school system a bargain. You teach them English, history, mathematics and science, and we (their parents) will . . . look after their souls." But, as one philosopher aptly commented: "Children do not leave their souls behind when they go to school."

In the secondary level and beyond we teach the classics. To understand a classic like *King Lear*, *Oliver Twist*, or *Huckleberry Finn* requires that the reader have some understanding of (and some sympathy with) what the author is saying about the moral ties that bind the characters and that hold in place the social fabric in which they play their roles. Take something like filial obligation. One moral of *King Lear* is that society cannot survive when filial contempt becomes a norm. One does not have to be as self-sacrificing as a Cordelia. But one has to be decent. Even so independent a soul as Elizabeth Bennett in *Pride and Prejudice* treats her difficult mother with respect. Yet when I was taught *Pride and Prejudice* the teacher carefully conveyed to us the quaintness of Elizabeth's loyalty to Mrs. Bennett. And the implication was that is how it was back there in the early nineteenth century. Today we are of course free to choose our social ties. As one contemporary social philosopher puts it: your filial duty is entirely a function of the extent of your friendly feelings toward your parents. "When friendship ends, obligation ends." So much for the values implicit in Shakespeare, Jane Austin, and Balzac.

Why should our literature be given to us in this morally denatured way? Why should we be so reluctant to convey the morality implicit in our great literature in a serious and respectful manner? How can students be expected to read the classics in a morally sensitive manner when their teachers are studiously avoiding discussions that bear on the plain moral facts? One cannot be surprised that the student emerges as unreflective and, to all appearances, morally insensitive.

Professor Parr, who was upset when her students seemed to condone the rape in *A Streetcar Named Desire*, discovered that careful classroom discussions led the students to modify their view that rape is the appropriate response to insult. According to Parr: "What had initially appeared to be moral callousness in reality had been unreflectiveness." We are not born morally reflective. Teachers who become aware that students need training in moral sensibility can take appropriate measures. Professor Parr now recommends that instructors design courses around moral themes. She teaches a seminar called Dignity and Integrity in Modern American Literature. The readings include *The Sound and the Fury*, *A Streetcar Named Desire*, *Death of a Salesman*, and the *Invisible Man*. And Professor Hunt, the Harvard Dean who coined the phrase "no-fault history," now calls his course "Nazism: Moral Dilemmas in a Repressive Society." In the course he uses case studies that help the class to focus on notions of personal responsibility and personal guilt.

Most students in this country are morally undernourished.

In my own case, after years of presenting courses in applied ethics that highlighted such topics as the Karen Ann Quinlan case or the ethics of transplant surgery, I finally put together my own text, *Vice and Virtue in Everyday Life*. It includes classical and contemporary writings on such matters as courage, compassion, loyalty, generosity, filial morality, honor, and self-respect, as well as essays on moral foibles such as hypocrisy, self-deception, jealousy, and narcissism. I include some standard applied ethics readings: on abortion, environmental ethics, and world hunger. For I *do* believe social ethics to be an important part of moral education. But I am just as convinced that private ethics, including the theory of virtue, is the other important part. And that is the part that is being neglected and is in need of strengthening in the curriculum of college ethics.

Conclusion

My picture has been painted in broad strokes. It is accurate as far as it goes, but I am concentrating attention on the timidity and confusion which currently characterizes the approach to moral education in this country. In my zeal to depict a problem I have left out almost all of the mitigating details.

I have, for example, made no mention of private schools that are confidently transmitting the religious and moral teachings of the Christian and Jewish faiths. Nor have I spoken of the many schools and colleges that are *not* doctrinally oriented but that nevertheless treat the heritage of Western culture with moral seriousness. I have, however, given an accurate portrait of the situation in which the majority of our students find themselves. *Most* schools are *not* doctrinally oriented. *Most* American students are *not* exposed to a clear moral tradition, be it secular or religious. The broad picture can hardly be in question: most students in this country are morally undernourished.

Having painted the picture, I went on to say that we are *not*, or ought not to be, the helpless spectators of our students' moral development or lack of it. I have in this connection talked about our obligations as teachers to pass on the Western moral tradition without denigrating its core of plain moral facts that define a life of common decency.

That tradition has this core; but it is, of course, a diverse tradition with a diversity of moral ideals. For we are speaking of a culture that has its sources in Greco-Roman civilization, in the moral teachings of the Bible and its commentators, in the ideals of virtue and honor that characterized the Middle Ages and the Age of Chivalry, and in the liberal and scientific thinking of the Enlightenment. That diversity is there for all of us. And as teachers we are free to choose from it. What we are *not* free to do is to disparage or ignore the moral seriousness of the works we are teaching.

I have argued that we are not "facilitators" of the student's moral development—as if this could take place outside the context of the past which is the student's rightful heritage. Nor are we in the business of presenting the student with alternatives in "life's cafeteria"—as if the student has been set loose with the price of a meal whose items he or she must somehow find it in himself or herself personally to choose. For how in the world is he or she to choose a set of values and an ideal of personal virtue? The assumption that such a choice is a matter of personal taste is itself a doctrinal dogma of recent vintage and it happens to be historically and sociologically absurd.

On the positive side, I have pointed out that the traditional style of moral education is of proven effectiveness. It consists of abjuring fashionable gimmicks and seriously taking on the traditional task of giving the students the intellectual and moral heritage that is their birthright. But for that we shall need the courage of our deepest convictions.

LEGISLATURE MEETS

(Continued from page 1.)

houses quickly passed spending cut measures identical to those adopted during the preceding session. The same joint conference committee resumed deliberations almost immediately in an attempt to break the stalemate.

Meanwhile, White, Lt. Gov. Bill Hobby, and House Speaker Gib Lewis continued their campaigns to win support for their separate plans aimed at dealing with the state's money problems. White and Hobby both argue for a "temporary" increase in the state sales tax combined with major spending cuts. On the other hand, until recently Lewis has insisted that a tax increase was not necessary; that a combination of drastic cuts in state spending and a number of "money management" measures could get the state through the first six months of the fiscal year which began Sept. 1. In recent days, Lewis has softened his refusal to consider a tax hike during the special session. The betting in Austin is that a compromise might be reached by Oct. 1, combining major cuts with "temporary" increases in sales and gasoline taxes and a number of "cash flow" maneuvers.

TJCTA representatives continue to follow the budget process closely with the hopes of minimizing reductions in community junior college funding.

CONFERENCE PLANNED

(Continued from page 1.)

Law in 1966. His law firm, founded in 1972, now includes almost 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speaker for the Noon luncheon meeting will be State Rep. Wilhelmina Delco, of Austin. Since 1979, Rep. Delco has chaired the Committee on Higher Education of the Texas House of Representatives. She also serves as a member of the Select Committee on Higher Education created in the 1985 legislative session. Rep. Delco holds the bachelor of arts degree from Fisk University. She has served on numerous state, regional, and national boards and committees concerned with the advancement of higher education. In the 1984 convention of the Texas Junior College Teachers Association, Rep. Delco was recognized as "TJCTA Legislator of the Year" for her activities in support of the legislative goals of the association.

TJCTA state president Doris Huibregtse has sent invitations to leaders of local faculty organizations inviting them to participate in this year's conference. In her letter Mrs. Huibregtse wrote, "The major purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-years colleges in Texas. We believe every faculty group can benefit from having its leaders attend the meeting."

Arrangements for the conference are the responsibility of the TJCTA Professional Development Committee. Members of the planning subcommittee are Larry Patton, Galveston College, chairperson; Steve Dutton, Amarillo College; Jayne Duryea, Bee County College; and Dick Lancaster, Western Texas College. Chairperson of the Professional Development Committee this year is Emmeline Dodd, College of the Mainland.

SECTION CHAIRPERSONS FOR 1987 CONVENTION

Forty-seven individuals will have primary responsibility for planning and arranging programs for their respective section meetings during next year's TJCTA convention in Houston. Selected by their colleagues during the 1986 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers, arranging field trips, or developing other programs for their sections.

TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agenda and other pertinent materials will be sent to the section chairpersons in early October. Program planning must be complete and program outlines are due Dec. 1.

Next year's chairpersons and their college addresses are listed below:

Accounting	Dutton J. Bailes, Lon Morris College, Jacksonville, Texas 75766
Agriculture	Ronald Braeuer, Wharton County Junior College, Wharton, Texas 77488
Air Conditioning and Refrigeration Technology	Irving D. Panzer, Houston Community College, Houston, Texas 77270
Art	Bruce F. Turner, Alvin Community College, Alvin, Texas 77511
Automotive Services	Edward E. Hester, Jr., Cedar Valley College, Lancaster, Texas 75134
Biology	John C. Ray, Brazosport College, Lake Jackson, Texas 77566
Business Administration	James W. Cox, Jr., Wharton County Junior College, Wharton, Texas 77488
Chemistry	Betty H. Graef, Alvin Community College, Alvin, Texas 77511
Compensatory/Developmental Education	Charles N. Johnson, Tyler Junior College, Tyler, Texas 75711
Cosmetology	Barbara McKinney, Trinity Valley Community College-Anderson Center, Palestine, Texas 75801
Counseling and Student Personnel Services	Ysleta L. Kudalty, McLennan Community College, Waco, Texas 76708
Criminal Justice	(To be named)
Data Processing	Patricia Ann Green, Temple Junior College, Temple, Texas 76501
Developmental Reading	(To be named)
Economics	(To be named)
Electronics	Lew Garrett, Alvin Community College, Alvin, Texas 77511
Engineering Graphics and Drafting Technology	(To be named)
English-As-A-Second Language	Al Ustinoff, Houston Community College, Houston, Texas 77270
English	Mark Kelso, Richland College, Dallas, Texas 75243
Foreign Language	Martha V. Baker, St. Philip's College, San Antonio, Texas 78203
Geology and Geography	Thomas M. C. Hobbs, North Harris County College-South Campus, Houston, Texas 77073
Government	Scott Nelson, North Harris County College-East Campus, Kingwood, Texas 77339
Health Occupations	Evelyn Frank Burns, Houston Community College, Houston, Texas 77270
Health, Physical Education, and Recreation	Barbara Ann Sneary, San Jacinto College-South Campus, Houston, Texas 77089
History	Michael A. White, McLennan Community College, Waco, Texas 76708
Interpreter Training	Michael Edward Cinatl, Tarrant County Junior College-Northwest Campus, Fort Worth, Texas 76179
Journalism and Public Information	Tommie J. Caldcleugh, North Harris County College District, Houston, Texas 77060
Learning Resources	Enrique K. Chamberlain, North Lake College, Irving, Texas 75038
Mathematics	Sheba Jean Morman, North Lake College, Irving, Texas 75038
Music	(To be named)
Organization of Junior/Community College Administrative Officers	Charles W. Chance, North Harris County College District, Houston, Texas 77060
Philosophy	Bernard J. Mahoney, Houston Community College, Houston, Texas 77270
Physics and Engineering	William W. Leach, North Harris County College-East Campus, Kingwood, Texas 77339
Psychology	Jerry E. Carter, Alvin Community College, Alvin, Texas 77511
Real Estate	Paul Metzger, Houston Community College, Houston, Texas 77006
Registrars	Robert A. Johnston, College of the Mainland, Texas City, Texas 77591
Secretarial Science	Cheryl A. Vickers, Brazosport College, Lake Jackson, Texas 77566
Sociology and Anthropology	Billie J. Hoskins, Galveston College, Galveston, Texas 77550
Speech and Drama	Lois Brace, Howard College at Big Spring, Big Spring, Texas 79720
Teas Administrators of Continuing Education for Community/Junior Colleges	Bonnie L. Longnion, North Harris County College-East Campus, Kingwood, Texas 77339
Texas Association of Community College Chief Student Affairs Administrators	W. P. Drumgoole, Trinity Valley Community College, Athens, Texas 75751
Texas Association of Junior and Community College Instructional Administrators	John R. Grable, Brazosport College, Lake Jackson, Texas 77566
Texas Association of Post-Secondary Occupational Education Administrators	Neal M. McBryde, Bee County College, Beeville, Texas 78102
Texas Community College Child Development Educators Association	Patricia S. Stillwell, Del Mar College, Corpus Christi, Texas 78404
Texas Junior College Management Educators Association	Paul G. Tittle, Odessa College, Odessa, Texas 79764
Vocational-Technical Education	Larry A. Grable, Brazosport College, Lake Jackson, Texas 77566
Welding	John M. Thaman, College of the Mainland, Texas City, Texas 77591

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TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

CODE OF PROFESSIONAL ETHICS

(Adopted April 1, 1977)

Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order more adequately to express the affirmation of our professional responsibilities, we the members of the Texas Junior College Teachers Association do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues* and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the rights and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

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*In this Code the term "colleague" refers to administrators, teachers, non-academic personnel, and any other persons employed by colleges in the educational enterprise.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

POSITION STATEMENTS

Following are the texts of ten Position Statements on issues of concern to Texas community junior college educators. The statements were produced by the TJCTA Professional Development Committee, unanimously adopted by that committee, endorsed by the TJCTA Executive Committee—also unanimously, and, finally, approved by the general membership in the association's conventions in 1981, 1982, 1983, and 1986. The statements thus became formal expressions of the organization's membership on the vital topics they address.

ACADEMIC INTEGRITY

(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of academic integrity for years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We fully accept the responsibility of college teachers to establish and maintain standards of excellence in the courses they teach.

2. We recognize the need for consistency and fairness in the evaluation of student performance.

3. We fully recognize the need to maintain public confidence in the academic integrity of our colleges.

4. We know that inflated grades have cheapened value, and therefore we strongly affirm the need to strengthen and preserve credible measures for evaluating student performance.

Operational Elements

The separately constituted and governed members of this Association may choose to implement these principles in different ways. This probable diversity stems from differences among institutions in the State. Examples of possible approaches include the following:

1. Each member of this Association should support and encourage excellence in teaching and learning in his or her institution.

2. Each teacher should continually evaluate the teaching and learning in his or her courses.

3. Each institution should maintain an awareness of academic aptitude levels for each entering freshman class and share that information appropriately with its teachers.

4. Each institution should establish and vigorously uphold reasonable and responsible standards of academic performance for students and teachers.

5. Each institution should adopt adequate procedural safeguards for grade appeal which are explicitly stated and appropriately published.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic integrity. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which evaluation of student performance is conducted.

STUDENT RECRUITMENT AND INSTITUTIONAL INTEGRITY

(Adopted March 6, 1981)

Statement of Principles

The principles enumerated below have been among the cornerstones of institutional integrity for some years. We reaffirm them here to provide a fuller view as an Association of our beliefs and expectations for the future.

1. We recognize the legitimate interest of a college in defining clearly its mission and services and in identifying the people it serves and those it might serve in the future.

2. We recognize also the inseparable relationship among adequate enrollment, fiscal solvency, and institutional survival.

3. We acknowledge that possible solutions to the problem of declining enrollment should be carefully considered and implemented only when consistent with behavior which is ethical and appropriate for higher education.

4. We know that lowering academic standards or relaxing degree requirements for the purpose of increasing enrollment is not in the interests of the public or our profession.

5. We believe that institutions should refrain from engaging in undignified competitive practices in recruiting students which jeopardize the credibility of all institutions and higher education itself.

6. We ask each member of the Association to support the commitment to offer the highest quality education to our students. The most effective promotional and recruitment activity of any college is, after all, good teachers teaching well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the growing competition for students. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student recruitment is conducted.

STUDENT RETENTION

(Adopted March 6, 1981)

Principles

With an anticipated decline in enrollment, greater emphasis is being given to retaining students. The principles enumerated below have been among the cornerstones of instructional integrity for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We believe that any student retention policy should be aimed at educational accomplishment rather than merely holding students for fiscal reimbursement by the State.

2. We believe that academic standards must not be lowered to retain students.

3. We believe that all components of a college, *not just teachers*, are responsible for student retention.

4. We accept the responsibility of college teachers to encourage and assist students in the completion of any college work undertaken.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. Examples of possible approaches include the following:

1. Teachers should strive to help each student reach his or her potential as a scholar and as a human being.

2. Administrators should strive to schedule classes at appropriate hours, provide adequate facilities, and maintain reasonable class size.

3. Support Services personnel should strive to meet student needs and requirements with efficiency, dispatch, and compassion.

4. Maintenance personnel should strive to maintain physical plant conditions which enhance teaching and learning.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding student retention. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student retention is sought.

ACADEMIC MARKETING

(Adopted March 6, 1981)

Some colleges are considering academic marketing as a solution to the problems of declining enrollment and financial pressure. Academic marketing refers to the application of business marketing techniques to identify, attract, and satisfy students.

Principles

The Texas Junior College Teachers Association urges that in all college marketing efforts great care be taken to preserve the special nature of the educational enterprise. Not all business practices can be—or should be—adopted by educational institutions. While the future of any college depends on its ability to attract and retain students, any possible solution to the problem of declining enrollments, including academic marketing, should be implemented only when appropriate for higher education and when consistent with academic integrity.

1. Special care should be taken in the use of outside consulting firms which may not be sensitive to the unique nature of the enterprise of education. Excessive use of business terminology (*e.g.*, "selling our product," "the educational market place") is inappropriate and misleading to ourselves and to our students as to the role of education.

2. Lowering academic standards and revising curricula for the purpose of relaxing degree requirements to increase enrollment cannot be defended.

3. An institution should not pretend to market what it does not or cannot provide. For example, remedial students should not be promised their needs can be met if no programs exist for them.

4. Marketing efforts should be weighted initially toward retention rather than recruitment.

5. Educational marketing is the responsibility of the entire college, not any single entity of it. Faculty evaluation, therefore, should be based on the *quality* of teaching, not just the number of students or contact hours generated.

The best marketing procedure for any college is to offer its students the highest quality education; the best marketing activity of any college teacher is to teach well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic marketing. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures for academic marketing.

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FACULTY DEVELOPMENT LEAVE

(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and professional growth for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Public two-year colleges in Texas may grant leaves of absence for professional development with pay. *Vernon's Texas Civil Statutes, Texas Education Code, Chapter 51, Section 51.105(a).*

2. The community junior colleges of the State should define professional development to include leave grants for carefully selected professionals whose endeavors could not be attempted if such grants were not available.

3. Professional development leaves benefit the individual recipients, their communities, their institutions, their colleagues, and their students.

4. At no time should the quality of teaching suffer due to the absence of teachers on professional development leaves. Leave grants must be subject to the availability of quality replacements.

Operational Elements

For those colleges functioning on critically tight budgets, only those leave grants which involve no additional expense may be feasible. An occasional leave grant which does not increase the college's operating budget may be preferable to no leave grant program at all.

Colleges should consider allocating professional development funds to include leave grants. The leave grant programs themselves may generate monies for the professional development budgets because in those instances in which colleges save money by granting leaves, the savings can be channeled into their professional development budgets.

Examples of possible approaches include the following:

1. The faculty member on faculty development leave may be paid one-half of his or her nine-month salary while the college retains the other half plus any Social Security contributions for that amount, if applicable.

2. A faculty member on professional development leave may be revitalized professionally for a semester or a year while retaining all or partial income benefits. Faculty development leaves may be granted for study, research, writing, consultation, work in industry, or other appropriate purposes.

3. The instructional cost differential obtained through the use of temporary or part time teachers in replacement of the faculty member on leave may enable the college to avoid any additional expense in providing for paid faculty development leave.

Communication of these principles and operational guidelines is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development leave with pay. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty development leaves are sought.

DISCRETIONARY COMPENSATION

(Adopted February 19, 1982)

Principles

Because the issues in discretionary merit pay have a direct bearing on the lives and well-being of our members and all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed here by the Association in regard to compensatory procedures to provide a fuller view of our beliefs and expectations for the future.

1. We fully accept the relationship between work performed and compensation received.

2. We seek supervision and evaluation which ensure the best professional teaching as a public service.

3. We recognize in principle that incentives may strengthen morale and encourage imaginative and energetic teaching.

4. We affirm, however, that merit incentives involving compensation for teaching effectiveness should be implemented *only* with approval and willing cooperation of the teachers affected by them.

5. We affirm that merit pay cannot in *any* instance substitute for the priority of adequate faculty salaries. Neither can it replace good facilities, satisfactory working conditions, nor effective supervisory services as conditions for high faculty morale.

6. We affirm that the use of discretionary merit pay is improper and unethical as a means of coercing allegiance to an administration or of infringing upon the right of a teacher to speak the truth as he or she sees it.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. However, where discretionary merit pay is an acceptable form of incentive to teachers, we assert the following guidelines as necessary and proper to reduce unprofessional rivalries and divisiveness:

1. A faculty should participate in the creation of any merit pay policy under which they work, including the drafting of the definition of merit and the methods and criteria used to identify it.

2. The criteria for the awarding of merit pay should be well-defined, well-publicized, and clearly understood by all groups affected by them.

3. A merit pay policy must be directed at describing a teacher's performance of his or her duties, not the teacher's popularity with the college administration or his or her students, nor the number of students enrolled in the teacher's classes.

4. Merit determinations are a form of employee evaluations and inevitably involve some judgment and subjectivity. Therefore, the administrators of a merit pay policy must be held accountable for the administration of a policy in a manner that is both fair and uniform to all teachers. Procedures for appeal and periodic review by faculty committees are forms of administrative accountability.

We hope the communication of these principles and operational guidelines leads to greater understanding and constructive dialogue about the important issues surrounding discretionary compensation. We stand ready as an Association to work with all interested groups in discussion of the policies and procedures under which merit pay is sought.

ACADEMIC FREEDOM AND RESPONSIBILITY

(Adopted February 19, 1982)

Academic Freedom

Texas community junior colleges, like all other institutions of higher education, serve the common good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute our position on academic freedom:

1. Faculty members of Texas community junior colleges are appointed to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher's right to teach preserves the student's right to learn.

2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities which should reside primarily with the faculty: planning and revising curricula, selecting textbooks and readings, selecting classroom films and other teaching materials, choosing instructional methodologies, assigning grades, and maintaining classroom discipline.

3. Faculty members of Texas community junior colleges are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.

4. Prior restraint or sanctions should not be imposed upon faculty members of Texas community junior colleges in the exercise of their rights as citizens or duties as teachers. Nor should faculty members fear reprisals for exercising their civic rights and academic freedom.

5. Faculty members of Texas community junior colleges have a right to expect their governing boards and administrators to uphold vigorously the principles of academic freedom and to protect their faculties from harassment, censorship, or interference from outside groups and individuals.

Academic Responsibility

The academic freedom of Texas community junior college faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their institutions, and their communities. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members of Texas community junior colleges should be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.

2. Faculty members of Texas community junior colleges are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, should attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.

3. Faculty members of Texas community junior colleges recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.

4. Faculty members of Texas community junior colleges recognize that the public will judge their institutions and their profession by their public conduct. Therefore, faculty members should always make clear that the views they express are their own and should avoid creating the impression that they speak or act in behalf of their employing institutions or of their profession.

BEST COPY AVAILABLE

FACULTY RENEWAL AND DEVELOPMENT PROGRAMS

(Adopted February 25, 1983)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and development programs for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and performance.

2. Faculty members also recognize that excellence in teaching requires more than competence in their disciplines. They know that teaching excellence is enhanced when faculty members have opportunities to renew themselves emotionally and physically as well as academically.

3. Faculty members, therefore, are concerned with a wide range of activities which promote the values and sensitivities that support classroom instruction.

4. Faculty members and their institutions share an equal responsibility for faculty renewal and development. Faculty members must assume the initiative for their own development; institutions must provide the incentives and rewards.

Operational Elements

Faculty renewal and development programs—including faculty grants, stipends, developmental leaves, and sabbaticals—can be prudent investments of the resources of institutions in the integrity of instructional programs, and a demonstration of continued commitment to the well-being of faculty. In return for the investment, institutions benefit from stronger instructional programs.

The separately constituted and governed institutions of the state may choose to implement these principles in different ways in the operation of faculty renewal and development programs. However, we assert the following elements as necessary to ensure orderly and productive faculty renewal and development programs.

1. Institutions should provide adequate financial incentives for faculty renewal and development.

2. Faculty renewal and development programs should provide financial support to faculty members for improving the quality of the instruction; for enhancing instructional strategies; for continuing to reevaluate and redesign curricula; and for special opportunities for research which promise benefits to students, teachers, and institutions.

3. Faculty renewal and development programs should be based upon a stated philosophy or rationale. These programs should clearly state eligibility requirements, define guidelines for application, and ensure equitable treatment for all applicants.

Communication of these principles and operational elements is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development programs. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures which promote increased interest in faculty renewal and development in the Texas community junior colleges.

EVALUATION OF FACULTY PERFORMANCE

(Adopted February 25, 1983)

Principles

Because the issues in the evaluation of faculty performance have a direct bearing on the lives and professional security of all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed by the Texas Junior College Teachers Association.

1. Evaluation of faculty performance should take place under policies which declare an institution's values regarding instruction and which make clear its expectations of teachers.

2. No single effective model for faculty evaluation can accommodate the diversity of Texas community junior colleges.

3. The development and implementation of a faculty evaluation policy must be the shared responsibility of both faculty and administration. A policy must ensure that no faculty member be subject to an evaluation characterized by unilateral judgments based upon insufficient data and casual procedures.

4. The criteria for evaluation should be diverse, broadly based, clearly stated, and disseminated to faculty. The procedures for applying these criteria and the time schedule for the evaluation process should be specified.

5. Successful faculty evaluation depends upon open, mutually receptive communication between those who are evaluated and those who evaluate.

6. Evaluation of faculty performance inevitably involves judgment and subjectivity. Therefore, the administrators of an evaluation policy should be judicious in recognizing the complex nature of teaching, the broad range of effective teaching styles, and the variety of teaching methods. Procedures for the appeal of the results of evaluation and periodic review of evaluation policies by faculty are necessary.

7. Evaluation policies must recognize the concepts of academic freedom and responsibility and must provide for due process whenever grievances arise.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the evaluation of faculty performance. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty evaluation is conducted.

STUDENT CONDUCT AND DISCIPLINE

(Adopted February 13, 1986)

To provide for the safety and security essential for effective learning and to guard the rights of students, faculty, and staff, the Texas Junior College Teachers Association affirms that each Texas community junior college should:

1. Acknowledge its obligation to assure the safety of students, faculty, and staff in all college related matters whether on or off campus.

2. Adopt a student disciplinary code clearly stated and rationally related to the goal of assuring a safe environment for students to learn and teachers to teach. The student disciplinary code should include at least the following elements:

a. A statement of purposes for the code;

b. A partial list of actions, whether committed on or off campus, which will render a student subject to disciplinary action;

c. A list of authorized disciplinary actions that may be imposed upon a student;

d. A detailed statement of clearly defined procedures which will be followed when a student is alleged to have violated campus regulations;

e. A statement of further actions which may be taken by the college district.

3. Actively seek criminal prosecution for actions by students and non-students which violate federal or state criminal laws and initiate appropriate civil litigation for the recovery of damages.

4. Provide adequate legal assistance for employees involved in litigation resulting from actions on and off campus directly related to fulfilling their duties to the college.

This statement is intended to promote understanding and constructive dialogue concerning student discipline and the rights of students, faculty, staff, and trustees of community junior colleges in Texas. As an Association we stand ready to work with all groups in discussion of student discipline policies and procedures.

TJCTA LEADERS HELP PROTECT FUNDING

(Editor's Note: This account of events during the opening days of the special legislative session was filed by TJCTA treasurer David Clinkscale, who, with other association officers, visited the State Capitol as cuts in state appropriations were considered by the House Committee on Appropriations, August 8-10.)

Amidst the most serious fiscal crisis to beset the state of Texas in memory, the state legislature convened in special session Wednesday, August 6. Ideas for solving the state's financial problems ranged from the implementation of moderate reductions in state spending coupled with a higher and more broadly-based sales tax proposed by Lt. Gov. Bill Hobby to the imposition of massive cuts in state services championed by House Speaker Gib Lewis. Gov. Mark White's program falls somewhere between these two extremes.

Almost immediately upon convening, the House Appropriations Committee began the agonizing process of slashing state funds for the fiscal year beginning Sept. 1, 1986, as required by the Speaker's plan. These hearings extended into the weekend, and the fact that they were held in the old Court of Criminal Appeals chamber lent an air of perverse irony to the process. There was no lack of "appellants" as representatives of community junior colleges, universities, and state agencies took turns hearing the bad news.

TJCTA was well represented at the hearings. State president Doris Huibregtse, president-elect Mary Parker, secretary Margaret Harbaugh, treasurer David Clinkscale, and immediate past president Michael Looney attended meetings of the appropriations panel, along with Charles Burnside, TJCTA executive secretary. Also on hand–and vigorously involved in the lobbying efforts–were presidents and chancellors from more than half of the state's community junior college districts. Leaders of the Texas Public Community/Junior College Association (TPC/JCA) have rotated in "watchdog" duties throughout both called legislative sessions. "Somebody's got to be here," said one TPC/JCA leader, "otherwise we won't know what's been done to (junior college) appropriations."

Someone from TJCTA was in attendance each time the committee convened, and while the news was not always good, two-year colleges fared relatively well under the plan the committee finally adopted. The committee vote on community junior college appropriations came shortly after 6:00 Sunday evening.

While senior colleges and universities saw their funding for fiscal year 1987 cut an average of 13 percent (with several institutions being forced to make cuts as deep as 18 percent), public two-year colleges and the Texas State Technical Institute were handed an overall cut of 9 percent. These losses translate into approximately $220 million for senior colleges and $40 million for community junior colleges. Much of the credit for limiting two-year college cuts goes to State Rep. Tom Uher (D-Bay City), who was prepared to move a cut of only 7 percent and who was able to hold the cuts to 9 percent in the face of strong pressure from the Speaker, who personally lobbied the committee members throughout the process.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1987 convention in Houston.

Suggestions should be received by Feb. 1, 1987, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 19, 1987, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:
Constance N. Cameron, Chairperson
TJCTA Resolutions Committee
St. Philip's College
2111 Nevada Street
San Antonio, Texas 78203

NOMINATING COMMITTEE SEEKS RECOMMENDATIONS

Doris Burbank, Alvin Community College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the association for 1987-88.

Recommendations should be received by Oct. 15 in order for the necessary information to be obtained and made available to members of the Nominating Committee for its Nov. 1 meeting in Austin.

Recommendations should be sent to:
Doris Burbank, Chairperson
TJCTA Nominating Committee
Alvin Community College
3110 South Mustang Road
Alvin, Texas 77511

NOW...

MORE THAN EVER

YOU NEED TJCTA! TJCTA NEEDS YOU!

- **The *only* organization dedicated exclusively to serving community junior college educators**
- **A strong, positive legislative program to represent *your* interests**
- **A comprehensive statewide analysis of faculty salaries, fringe benefits, and retirement programs**
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- **A viable job placement/referral service for members**
- **An annual convention, attended by thousands of colleagues from across the state (The 1987 convention will be held in Houston, February 19-21.)**

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

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☐ STUDENT MEMBERSHIP (Enrolled for graduate degree in community or junior college education)—Dues $10
☐ UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15

NOTE: Annual dues include $5 for subscription to the TJCTA Messenger.

Membership Period: September 1, 1986-August 31, 1987.

MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to:

TJCTA
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1987 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1987 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger*. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Hyatt Regency hotel in Houston. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 19, 1987

9:00 a.m.- 5:00 p.m.	**—Special Meetings (to be announced)**
12:00 Noon- 6:00 p.m.	**—Convention Registration**
1:00 p.m.- 3:30 p.m.	**—Committee Meetings, as called by Committee Chairpersons**
4:00 p.m.- 5:00 p.m.	**—Meeting of Executive Committee, Resolutions Committee, and all committee chairpersons**
6:30 p.m.- 7:30 p.m.	**—Informal Reception (Meet the Candidates)**
7:30 p.m.- 9:00 p.m.	**—FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 20, 1987

8:00 a.m.- 9:15 a.m.	**—Financial Planning Seminar (repeated at 12:30 p.m.)**
8:00 a.m.- 5:00 p.m.	**—Convention Registration**
8:00 a.m.- 5:00 p.m.	**—Exhibits Open**
8:00 a.m.- 5:00 p.m.	**—Polls Open**
9:30 a.m.-10:45 a.m.	**—Section Meetings for Some Sections (visit to exhibits for others)**
11:00 a.m.-12:15 p.m.	**—Section Meetings for Remaining Sections (visit to exhibits for others)**
12:30 p.m.- 1:45 p.m.	**—Financial Planning Seminar (repeat of 8:00 a.m. presentation)**
2:00 p.m.- 4:00 p.m.	**—SECOND GENERAL SESSION**
4:30 p.m.- 6:00 p.m.	**—Special Meetings (to be announced)**
9:00 p.m.- 1:00 a.m.	**—Dance for TJCTA Members and Invited Guests (admission by convention registration badge only)**

SATURDAY, FEBRUARY 21, 1987

8:00 a.m.-11:30 a.m.	**—Convention Registration**
8:00 a.m.-11:30 a.m.	**—Exhibits Open**
8:30 a.m.- 9:30 a.m.	**—Section Meetings for Some Sections (visit to exhibits for others)**
9:45 a.m.-10:45 a.m.	**—Section Meetings for Remaining Sections (visit to exhibits for others)**
11:00 a.m.-12:00 Noon	**—THIRD GENERAL SESSION**
12:00 Noon	**—Adjournment**
12:30 p.m.- 3:00 p.m.	**—Special Meetings (to be announced)**

SALARIES LOSE GROUND TO INFLATION

Only about one-third of the public community junior colleges in Texas granted faculty pay raises for the 1986-87 academic year, according to the study of faculty salaries conducted by the Texas Junior College Teachers Association. Reports from the colleges indicate that salaries remain at last year's levels in all but 18 of the state's 49 public two-year college districts.

Largest pay raises were reported by Trinity Valley Community College (formerly Henderson County Junior College), which granted raises averaging 5.6 percent, and Hill College, where rasies of 5.0 percent were granted.

Overall, however, faculty members across the state saw their purchasing power drop an average of slightly more than 1 percentage point behind the inflation rate. The great majority of teachers actually are taking home less money on payday than they did last year, due to the combined effects of salary freezes and higher employees' share of health insurance costs.

This is the tenth consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state's public two-year colleges. Each of the 49 districts participated in this year's study, according to TJCTA state president Doris Huibregtse. "We are grateful for the cooperation of the institutions in completing and returning the salary questionnaires," Mrs. Huibregtse said. She pointed out that the TJCTA study is generally recognized as the most reliable compilation of salary data available, and the validity of the association's survey results depends on 100 percent participation.

According to TJCTA executive secretary Charles Burnside, the association's study is based on written responses to a questionnaire, submitted directly by an official at each of the public community junior college districts. Each official is also asked to provide a copy of the institution's adopted faculty salary schedule, and questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors in their first, sixth, and eleventh consecutive years of employment.

A tabular report of this year's TJCTA salary study appears on page 3 of this issue of the Messenger.

"We believe the TJCTA study is more accurate than those which report 'average budgeted salaries,' Mrs. Huibregtse said. "In those surveys the older colleges have a distinct advantage over districts formed in relatively recent times, since large numbers of veteran faculty members are placed at the higher end of the schedule, in effect 'loading' the study in favor of the long-established schools."

Burnside pointed out that the association's state office occasionally receives suggestions that a study be based on annual compensation as reported on W-2 forms. "While such a study would certainly provide interesting information, it wouldn't be very useful in comparing compensation among the schools," he said. Burnside went on to say that since the principal purpose of the TJCTA study is to enable readers to see how one college compares with the others at various specific points in their salary schedules, it would not be realistic to compute pay for overloads, extra duty assignments, summer work, etc., in the study. Some institutions have strict policies to limit overloads and some have very

(Continued on page 4.)

PURCHASING POWER DROPPED BY SALARY FREEZES

The table below shows the change in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 2.8 percent for 1986 over 1985.

State Average Salaries—Master's Degree			Percent Increase	Change in Purchasing Power
	1985-86	1986-87		
First Year	$20,502	$21,246	3.63%	+0.83%
Sixth Year	23,547	23,724	0.75%	-2.05%
Eleventh Year	25,825	26,076	0.97%	-1.83%

PRESIDENT'S MESSAGE

What a pleasure it has been to visit several campuses and receive suggestions and comments from many of our members. We welcome your ideas for additional ways to promote professionalism and to provide other services.

I have been impressed with the fine facilities of the campuses I have seen. The fact that these facilities are paid for by local funds is one of the unique features of community junior colleges. It concerns me that the percentage of local funding has in recent years increased and the percentage supplied by the state has decreased.

We must present a strong case for academic and vocational education at the community junior college level or face an erosion of the quality service we bring to our respective communities. Junior colleges enroll 63 percent of all freshman and sophomore students—42 percent of all students—in public higher education with only 14 percent of the funding. To have that funding cut 2½ percent in the 1985 legislative session and another 9 percent in the recent special session is a blow to quality education. Though funding cuts could have been worse in the face of the Texas economic crunch, we must encourage Texas legislators to give financial support to the state's greatest resources—educated and vocationally trained citizens—to avoid perpetuating the crisis brought about by falling oil prices or other specific economic change.

Carl Sandburg wrote, "Life is hard. Be a rock." That is good advice, but in addition, be a TJCTA member. A strong professional organization can be an important part of convincing our elected officials of the importance of what community junior colleges have been and are doing—providing low-cost, convenient post-secondary education to anyone who wishes to take advantage of it.

Why TJCTA?

As a member of TJCTA, you are represented at appropriate hearings, sessions, and committee meetings of the legislature and other public agencies. But a strong legislative program to represent your interests is only one of the many advantages of your membership in TJCTA. If you have colleagues who ask, "What will TJCTA do for me?" you can assure them that—among other things...

...No other organization is dedicated exclusively to serving community junior college educators.

...They can attend the 40th annual convention Feb. 19-21 at the Hyatt Regency Houston to hear interesting speakers, enjoy a banquet, attend section meetings of their individual disciplines, help select the association's officers during a spirited campaign, attend a country/western dance, visit an exhibit hall housing over 100 exhibit booths, take advantage of a placement/referral service.

...They can receive advice and legal help if necessary for academic defense issues and grievance matters.

...They can take advantage of a liability insurance plan, reduced rates on homeowner and automobile insurance, and a buyers' discount service.

...They are provided with a comparison of faculty salaries among the state's two-year colleges (as featured in this issue of the *Messenger*).

Why *not* TJCTA?

Accolades To...

...the *Professional Development Committee*, especially to the subcommittee chaired by Larry Patton which planned the fall conference for faculty organization leaders. Representatives from 47 campuses gathered in Austin to hear excellent presentations by Dr. Juliet Garcia, president of Texas Southmost College, and attorneys Frank Hill and Marcia Wise, followed by extensive question-and-answer sessions. Our disappointment in Rep. Wilhelmina Delco's absence was sweetened by the fact that she was at the Capitol helping to hold the line on funding cuts for community junior colleges. (Rep. Delco, of course, chairs the House Committee on Higher Education and serves on the Select Committee on Higher Education.) TJCTA legislative committee chairperson John Forshee and treasurer Dave Clinkscale were at the Capitol for a first-hand report.

...the *Membership Services Committee* for a good meeting with subcommittee chairpersons designated to spearhead the many services to which we have become accustomed. We can look forward to help in deciphering the effects of the new tax law on educators in the two financial planning seminars at next month's convention. A special program for retired and soon-to-be-retired members will also be presented.

...the *Legislative Committee* for a productive meeting with recommendations for a strong legislative program for the 70th legislative session which just convened. (Among the concerns to be watched for appropriate action are hostile recommendations regarding LVN and RN one- and two-year licensure programs.)

...the *Nominating Committee* for selecting an impressive slate of officer candidates.

...the *TJCTA Campus Representatives* for their diligence in conducting excellent membership drives on their campuses.

We're having a good TJCTA year. With a convention theme of "Education at the Crossroads," let's approach 1987 with the intention of moving forward together.

Doris Huibregtse

"GREAT TEACHING" SEMINAR SCHEDULED FOR MAY 18-22

The Texas Association for Staff, Program, and Organizational Development (TASPOD) will hold its sixth annual "Round-Up for Great Teaching," May 18-22, in Kerrville. According to seminar planners, the five-day retreat is based on the idea that "dedicated faculty are a rich resource."

During the past five sessions, more than 100 educators from Texas two-year colleges have participated in the TASPOD round-ups. Many colleges sponsor participants in recognition of outstanding teaching, faculty organization leadership, or Piper professor nomination.

The retreat setting lends itself to "intensive learning, teaching, and reflecting," according to a TASPOD spokesperson. "The agenda differs from most conferences in that, for the most part, the program is created by the participants themselves with the staff's major role being one of facilitation and coordination. The exchange of expertise takes place not only in scheduled sessions but also informally on horsebck rides, by the swimming pool, or on walks along the creek," according to Mimi Valek, Austin Community College.

Further information regarding the seminar may be obtained from Ms. Valek, by calling Area Code 512, 495-7591. Also, round-up information will be available during TASPOD meetings at next month's TJCTA convention at the Hyatt Regency hotel in Houston. Interested persons should consult the convention program regarding times and places of the TASPOD meetings.

TJCTA
MESSENGER

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DORIS HUIBREGTSE
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

SURVEY OF FACULTY SALARIES — TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES — 1986-87

(SOURCE: Institutional responses to TJCTA questionnaire)

COLLEGE DISTRICT	BASE SALARY Nine-Month Contract. (Twelve-month salaries converted to nine-month basis.)																							
	Beginning Salary (First Year of Service—No "Step" Increases)								After Five Consecutive Years (Sixth Year of Service)								After Ten Consecutive Years (Eleventh Year of Service)							
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 42)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 45)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 49)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 48)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 38)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 39)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 42)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 41)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 37)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 37)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 42)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 42)
Alamo Community College District	$19,962	20	$19,962	23	$21,468	24	$24,804	24	$22,058†	18	$22,058†	21	$23,723†	17	$27,409†	21	$24,154†	16	$24,154†	18	$25,977†	19	$30,013†	21
Alvin Community College	20,760	14	18,654	34	20,760	31	24,379	31	24,067	9	21,626	24	24,067	16	28,261	16	27,901	6	25,070	12	27,901	10	32,761	10
Amarillo College	—		20,223	19	21,147	26	24,847	22	—		22,773†	14	23,697†	18	27,397†	22	—		24,611†	13	25,993†	17	29,947†	22
American Educational Complex	20,400	16	23,200	2	24,800	1	31,500	1	21,400	21	24,200	9	25,800	9	32,500	1	22,400	26	25,200	11	26,800	13	33,500	5
Angelina College	19,188	22	19,188	28	20,736	33	24,120	33	21,408	20	21,408	26	22,956	26	26,340	28	23,628	18	23,628	21	25,176	26	28,560	29
Austin Community College	17,902	36	17,902	39	17,902	45	19,477	47	20,587	26	20,587	30	20,587	39	22,162	41	23,272	22	23,272	25	23,272	36	24,847	41
Bee County College	16,062	40	17,964	38	21,494	23	25,866	16	17,882	38	19,784	33	23,357	21	27,730	20	19,702	35	21,604	32	25,232	25	29,604	24
Blinn College	19,000	25	22,000	10	24,000	5	28,000	5	20,250	29	23,250	11	25,250	13	29,250	11	21,500	31	24,500	15	26,500	15	30,500	19
Brazosport College	18,000	34	—		18,000	44	—		25,663*	5	—		25,663*	10	—		31,597*	1	—		31,597*	3	34,342*	3
Cisco Junior College	18,600	30	18,600	35	19,200	41	22,200	41	20,400	27	20,400	31	21,000	38	24,000	37	22,200	29	22,200	30	22,800	37	25,800	38
Clarendon College	18,800	28	18,800	32	22,500	14	24,500	28	19,800	31	19,800	32	23,500	20	25,500	33	20,800	34	20,800	34	24,500	31	26,500	37
College of the Mainland	20,917	11	—		20,917	27	24,489	30	22,992	11	—		22,992	25	26,924	24	25,276	12	—		25,276	24	29,606	23
Collin County Community College District	—		—		22,425	15	24,668	26	—		—		—		—		—		—		—		—	
Cooke County College	15,800	41	15,800	44	16,800	48	18,800	48	18,681	37	19,209	36	19,738	42	22,562	39	21,328	32	21,857	31	22,388	38	25,213	39
Dallas County Community College District	—		22,000	10	22,000	19	28,000	5	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Del Mar College	22,450	4	22,450	6	23,960	6	28,045	4	24,950†	6	24,950†	7	26,460†	6	30,545†	4	25,950†	10	25,950†	9	27,460†	11	31,545†	14
El Paso Community College	19,177	23	19,678	24	20,887	30	23,744	36	21,224	22	21,780	23	23,117	24	26,280	30	23,490	20	24,106	19	25,587	21	29,087	26
Frank Phillips College	18,100	33	19,100	29	20,600	34	22,600	40	20,100	30	21,100	27	22,600	31	24,600	36	22,100	30	23,100	26	24,600	30	26,600	36
Galveston College	—		17,545	41	18,755	43	21,780	42	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Grayson County College	21,706	9	21,706	13	22,206	16	24,236	32	22,721	14	22,721	15	23,221	23	25,590	32	24,346	15	24,346	16	24,846	29	28,230	31
Hill College	18,683	29	18,683	33	19,641	40	23,473	38	21,078	23	21,078	28	22,036	34	25,869	30	—		—		24,432	32	28,264	30
Houston Community College System	20,025	18	20,025	21	20,025	37	21,645	43	21,825	19	21,825	22	22,140	32	24,705	35	23,625	19	23,625	22	24,255	33	27,765	32
Howard College at Big Spring	18,848	27	18,848	31	20,265	36	24,045	34	20,685	25	20,685	29	22,103	33	25,883	29	22,523	25	22,523	28	23,940	35	27,720	33
Kilgore College	21,254	10	22,158	9	23,161	10	26,169	15	23,254	10	24,158	10	25,161	14	28,169	17	25,254	13	26,158	8	27,161	12	30,169	20
Laredo Junior College	19,200	21	19,450	26	20,900	28	24,500	28	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Lee College	23,133	2	23,133	3	24,361	3	28,295	3	25,839	4	25,839	5	26,824	4	30,758	3	28,302	5	28,302	4	29,405	6	33,339	6
McLennan Community College	20,142	17	20,142	20	22,810	11	27,660	8	22,782	13	22,782	13	25,450	11	30,300	6	23,310	21	23,310	24	25,978	18	32,940	9
Midland College	—		—		24,258	4	27,268	10	—		—		26,508	5	30,268	7	—		—		28,758	7	33,268	7
Navarro College	18,000	34	18,000	37	23,600	9	26,600	14	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
North Harris County College District	23,666	1	23,666	1	23,666	8	26,866	12	27,041	2	27,041	2	27,041	3	30,241	8	30,416	2	30,416	1	30,416	5	33,616	4
Northeast Texas Community College	20,858	12	20,858	15	22,145	18	25,750	17	—		—		—		—		—		—		—		—	
Odessa College	22,200	7	22,200	8	22,200	17	26,700	13	24,300	7	24,300	8	24,300	15	29,100	13	26,800	7	26,800	6	26,800	13	33,100	8
Panola Junior College	20,800	13	20,800	16	21,500	22	23,700	37	22,850	12	22,850	12	23,550	19	25,750	31	24,600	14	24,600	14	25,300	23	27,500	34
Paris Junior College	17,798	37	16,479	42	17,798	47	19,479	46	19,794	32	18,467	38	19,794	41	21,551	40	22,312	28	20,993	33	22,312	39	24,063	42
Ranger Junior College	17,171	39	14,441	45	17,892	46	20,464	45	19,165	35	16,112	39	20,124	40	22,998	38	21,192	33	17,783	37	22,101	40	25,193	40
San Jacinto Junior College District	22,392	5	22,392	7	22,554	13	24,554	27	28,684*	1	28,684*	1	29,466*	1	32,401*	2	29,407*	4	29,407*	3	33,788*	1	35,327*	1
South Plains College	23,020	3	23,020	4	24,720	2	27,160	11	25,885*	3	25,885*	4	27,161*	2	29,070*	14	29,600*	3	29,600*	2	32,890*	2	34,590*	2
Southwest Texas Junior College	—		21,100	14	22,800	12	25,150	20	—		22,225	19	25,450	11	28,075	18	—		22,225	29	28,100	9	31,000	16
Tarrant County Junior College District	22,000	7	22,000	12	22,000	19	23,800	35	—		26,521*	3	26,089*	8	26,443*	27	—		—		30,635*	4	31,119*	15
Temple Junior College	18,158	32	18,158	36	19,970	39	28,994	2	19,658	34	19,658	35	21,470	37	30,494	5	19,658	36	19,658	35	21,470	42	31,994	11
Texarkana College	19,157	24	20,442	18	21,540	21	24,842	23	20,991	24	22,272	18	23,273	22	26,673	25	23,006	23	24,289	17	25,391	22	28,689	28
Texas Southmost College	17,643	38	17,643	40	20,755	32	27,813	7	18,682	36	18,682	37	21,692	36	29,372	10	19,634	37	19,634	36	21,692	41	30,928	17
Trinity Valley Community College	20,700	15	20,700	17	21,200	25	25,700	18	22,200	17	22,200	20	22,700	28	27,200	23	23,700	17	23,700	20	24,200	34	28,700	27
Tyler Junior College	20,000	19	20,000	22	20,000	38	24,800	25	22,628	16	22,628	17	22,628	30	28,059	19	25,602	11	25,602	10	25,602	20	31,746	13
Vernon Regional Junior College	15,068	42	15,840	43	16,637	49	20,631	44	19,727	33	19,727	34	22,022	35	26,620	26	22,598	24	22,598	27	24,897	28	29,493	25
The Victoria College	22,087	6	22,980	5	23,873	7	27,453	9	24,142	8	25,217	6	26,112	7	29,691	9	26,556	8	27,453	5	28,350	8	31,930	12
Weatherford College	18,400	31	19,500	25	20,900	28	23,100	39	20,400	27	21,500	25	22,900	27	25,100	34	22,400	26	23,500	23	24,900	27	27,100	35
Western Texas College	—		19,204	27	20,344	35	25,134	21	Salary increases are not automatic								Salary increases are not automatic							
Wharton County Junior College	19,000	25	19,000	30	19,000	42	25,500	19	22,700	15	22,700	16	22,700	28	29,200	12	26,500	9	26,500	7	26,500	15	30,700	18
AVERAGE SALARY	*$19,672*		*$19,903*		*$21,246*		*$24,860*		*$22,066*		*$22,274*		*$23,724*		*$27,342*		*$24,233*		*$24,137*		*$26,076*		*$29,926*	
MEDIAN SALARY	*$19,194*		*$19,962*		*$21,200*		*$24,802*		*$21,617*		*$22,200*		*$23,315*		*$27,409*		*$23,625*		*$24,106*		*$25,489*		*$29,980*	

* Based on estimates of salaries of personnel in specific categories

† Reported salaries do not include stipends for advancement in professional ranking

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TJCTA SALARY STUDY

(Continued from page 1.)

limited summer programs. Additionally, teachers in some disciplines, like English and history, might be given opportunities to teach summer classes and overloads, while those in other fields sometimes find that course offerings in their disciplines are severely limited. "We believe it is important to compare apples with apples," Burnside said, "so our study is based on actual salary schedules at the reporting colleges."

Wide Variations

An analysis of survey results points out the continued wide differences in salaries offered among the schools. For example, a beginning teacher holding a master's degree will be paid as little as $16,637 at one college and as much as $24,800 at another—a variation of nearly 50 percent for, presumably, the same work. The disparity continues after five years' experience, from a low of $19,738 to $29,466 (a 49 percent variation). And in the eleventh year of work the difference persists: $21,470 to $33,788 (a variation of 57 percent).

Salary extremes continue for teachers holding doctoral degrees. Beginning salaries range from $18,800 to $31,500, a variation of almost 68 percent. After five years teachers with doctorates receive salaries from $22,162 to $32,500 (a 47 percent variation); and after ten years salaries for those instructors range from $24,063 to $35,327 (a 47 percent variation).

The widest differences in salaries are seen for teachers holding bachelors' degrees. Beginning salaries range from $14,441 to $23,666 (a variation of 64 percent). After five years the variation is 78 percent, with salaries from $16,112 to $28,684. Salaries of instructors holding bachelors' degrees in their eleventh year of employment receive salaries from $17,783 to $30,416—a differential of 71 percent.

Few Get Raises

Faculty salaries at the majority of Texas two-year colleges remain unchanged from last year. As indicated on the table below, only 14 of the 36 districts listed granted salary increases. Reported salaries for 1986-87 at the remaining 22 districts are the same as those reported for 1985-86.

Raises over the four-year period from 1983-84 to 1986-87 averaged about 10 percent statewide. Highest increase for the period was reported at Hill College, where salaries have gone up almost 24 percent. Total increases of almost 20 percent were reported at Trinity Valley Community College (formerly Henderson County Junior College), Southwest Texas Junior College, and Houston Community College.

Burnside expressed appreciation for the "excellent cooperation" of college officials in responding to the survey. "Obviously, the validity of the study is enhanced significantly when 100 percent of the institutions participate," he said. "We are grateful for the promptness and accuracy with which the colleges responded."

CHANGES IN BASE SALARIES — 1983-86
TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES*

(SOURCE: Institutional responses to TJCTA questionnaires.)

COLLEGE DISTRICT	BASE SALARY—SIXTH CONSECUTIVE YEAR OF SERVICE (Master's Degree; no credit earned toward higher degree)						
	Base Salary 1983-84	Base Salary 1984-85	Base Salary 1985-86	Percent 1985-86 over 1984-85	Base Salary 1986-87	Percent Increase 1986-87 over 1985-86	Percent Increase 1986-87 over 1983-84
Alamo Community College District	$22,045	$23,408	$23,723	1.4%	$23,723[2]	0.0%	7.61%
Alvin Community College	22,251	23,141	24,067	4.0%	24,067	0.0%	8.16%
Amarillo College	21,389	22,458	23,213	3.4%	23,697[2]	2.1%	10.79%
Angelina College	20,568	21,456	22,956	7.0%	22,956	0.0%	11.61%
Austin Community College	19,680	20,150	20,587	2.2%	20,587	0.0%	4.61%
Bee County College	20,398	21,334	23,041	8.0%	23,357	1.4%	14.51%
Blinn College	23,212	25,008	25,250	1.0%	25,250	0.0%	8.78%
Cisco Junior College	18,722	19,243	21,000	9.1%	21,000	0.0%	12.17%
Clarendon College	22,400	23,500	23,500	0.0%	23,500	0.0%	4.91%
Cooke County College	18,656	19,351	19,738	2.0%	19,738	0.0%	5.80%
Del Mar College	24,150	25,235	26,460	4.9%	26,460[2]	0.0%	9.57%
El Paso Community College	21,687	22,445	23,117	3.0%	23,117	0.0%	6.59%
Frank Phillips College	22,300	22,300	22,300	0.0%	23,000	3.1%	3.14%
Grayson County College	21,409	22,269	22,981	3.2%	23,221	1.0%	8.46%
Hill College	17,775	18,664	20,986	12.4%	22,036	5.0%	23.97%
Houston Community College System	18,576	20,331	22,140	9.0%	22,140	0.0%	19.19%
Howard College at Big Spring	19,975	21,400	22,103	3.3%	22,103	0.0%	10.65%
Kilgore College	21,978	24,103	25,161	4.4%	25,161	0.0%	14.48%
Lee College	23,035	24,385	26,824	10.0%	26,824	0.0%	16.45%
McLennan Community College	22,294	23,723	24,578	3.6%	25,450	3.5%	14.16%
Midland College	24,490	25,382	26,508	4.4%	26,508	0.0%	8.24%
North Harris County College	24,628	25,609	26,509	3.5%	27,041	2.0%	9.80%
Odessa College	22,889	23,900	24,300	1.7%	24,300	0.0%	6.16%
Panola Junior College	22,350	23,550	23,550	0.0%	23,550	0.0%	5.37%
Paris Junior College	19,270	19,794	19,794	0.0%	19,794	0.0%	2.72%
Ranger Junior College	18,762	19,971	20,124	0.8%	20,124	0.0%	7.26%
South Plains College	24,200[1]	25,600[1]	26,370[1]	3.0%[1]	27,161[1]	3.0%[1]	12.24%[1]
Southwest Texas Junior College	21,350	22,625	24,450	8.0%	25,450	4.1%	19.20%
Temple Junior College	19,620	20,620	21,470	4.1%	21,470	0.0%	9.43%
Texarkana College	20,943	21,990	22,892	4.1%	23,273	1.7%	11.13%
Texas Southmost College	19,675	20,659	21,692	5.0%	21,692	0.0%	10.25%
Trinity Valley Community College	19,000	20,000	21,500	7.5%	22,700	5.6%	19.47%
Vernon Regional Junior College	19,455	20,758	21,381	3.0%	22,022	3.0%	13.19%
The Victoria College	23,220	24,613	25,351	3.0%	26,112	3.0%	12.45%
Weatherford College	20,700	21,950	22,400	2.0%	22,900	2.2%	10.63%
Wharton County Junior College	20,466	22,701	22,700	0.0%	22,700	0.0%	10.92%
State Average	*$21,532*	*$22,696*	*$23,547*	*3.7%*	*23,724*	*0.75%*	*10.18%*
State Median	*$21,389*	*$22,505*	*$23,079*	*2.6%*	*23,315*	*1.02%*	*9.00%*

*Not all districts are included in the table. Reporting procedures make meaningful comparisons impossible for districts not listed.

[1] Based on estimates of salaries of personnel in specific categories.

[2] Reported salaries do not include stipends for advancement in professorial rank.

CONFERENCE PLANNED FOR HISTORY INSTRUCTORS

The history departments of The University of Texas at Austin and Southwest Texas State University are co-sponsoring a conference for community college and public school teachers of history. The meeting will be held in Austin, Friday and Saturday, April 10-11, at the Austin South Plaza Hotel on South IH-35.

A broad range of topics will be considered. "Interpreting Texas, U.S., and World History" is the theme for the conference. Support for the meeting is coming from the Texas Association for the Advancement of History and from the American Historical Association.

Keynote speaker for the Friday evening session, scheduled for 7:00 p.m., will be Carl Degler, president of the American Historical Association and history professor at Stanford University. Degler's topic will be "Women and the Family in American History." Tickets for the banquet session will cost $13.

Conference activities will continue from 8:30 to 4:30 p.m., Saturday, April 11. An additional $13 registration fee will include lunch. Saturday speakers will include Marlette Rebhorn, history instructor at Austin Community College; Robert A. Divine, George Wright, Ricardo Romo, Howard Miller, John Lamphear, and Robert A. Fernea, from the history faculty of The University of Texas at Austin; Woodrow W. Anderson, Southwest Texas State University; Harold Hyman, Rice University; Elliott West, University of Arkansas; and Jo Ann Stiles, Lamar State University.

To pre-register for the conference, or for further information, contact Dr. Philip L. White, Department of History, The University of Texas at Austin, Austin, Texas 78712; Area Code 512, 471-6421.

ANALYSIS OF OPTIONAL RETIREMENT PLANS AVAILABLE TO MEMBERS

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1984-85 academic year 6,966 (75.5%) of the 9,199 eligible employees have rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of his or her initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 8.0 percent for the state.

Two-year college employees invested in annuity plans with 53 different carriers during Fiscal Year 1985. The Variable Annuity Life Insurance Company (VALIC) was selected by 1,926 annuitants—a whopping 27.6 percent of the total business, with Kemper Investors Life Insurance Company and Travelers Life Insurance Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to eighth place in 1985. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost annuitants steadily every year, down to 363 in 1984-85 (5.2 percent).

Carriers receiving contributions during each of the last seven years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. **No ORP participant should feel "locked" into an inferior program.**

With surprising frequency, the TJCTA state office receives inquiries from members who have somehow been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

> *Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...*
>
> *Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...*
>
> *Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.*

Individuals who experience problems regarding the three regulations listed above should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant. For example, there is more than $120,000 difference in the end result of a $200-per-month contribution compounding at 12 percent instead of 11 percent over 35 years.

Publication Available

The Texas Association of College Teachers (TACT) has developed a publication—updated annually—designed to "assist new employees in making sound original selections and to encourage present participants to evaluate their programs with knowledge of the range of opportunities."

Under a special cooperative arrangement between TJCTA and TACT, the 1986 edition of TACT's study of ORP products is available to TJCTA members on request. Requests for *single* copies should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Because of the expense involved, the publication can be offered only to *current* TJCTA members.

PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS
Public Community Junior College Employees
1978-1985

CARRIER	Number of Annuitants						
	1978-79	*1979-80*	*1980-81*	*1981-82*	*1982-83*	*1983-84*	*1984-85*
Variable Annuity Life Insurance Company	836	1,239	1,594	1,727	1,840	1,843	1,926
Kemper Investors Life Insurance Company	—	—	—	240	340	488	599
Travelers Life Insurance Company	89	185	265	281	404	500	595
Union Mutual Life Insurance Company	—	206	278	301	303	355	430
Aetna Life Insurance and Annuity Company	168	138	166	224	251	313	424
Mutual Life Insurance Company of New York	345	290	283	341	388	404	385
Lincoln National Life Insurance Company	541	551	507	417	406	410	373
Southwestern Life Insurance Company	1,983	1,414	1,054	691	578	550	363
USAA Life Insurance Company	—	—	113	210	240	256	303
Great American Life Insurance Company	—	—	44	77	127	151	218
Jefferson Standard Life Insurance Company	442	409	318	235	215	203	188
Teachers Insurance and Annuity Association (TIAA-CREF)	224	202	203	205	191	202	183
Metropolitan Life Insurance Company	291	229	184	157	147	135	131
Great West Life Assurance Company	66	111	162	164	150	110	112
Connecticut Mutual Life Insurance Company	204	213	143	109	107	107	102
New England Life Insurance Company	—	—	—	65	72	79	85
Beneficial Standard Life Insurance Company	—	—	39	79	93	97	80
Security Benefit Life Insurance Company	—	—	—	26	29	39	61
Transamerica Life Insurance Company	—	43	53	45	42	54	46
Investors Diversified Service (IDS)	24	35	38	44	43	39	39
Equitable Life Assurance Society	34	28	28	43	44	46	37
Nationwide Life Insurance Company	—	—	42	66	56	44	29
Prudential Life Insurance Company	53	57	60	52	47	43	27
Safeco Insurance Company	—	—	—	19	23	25	28
Providence Life Insurance Company	—	—	—	—	—	22	25
American General Life Insurance Company	31	44	44	37	27	29	21
Massachusetts Mutual Life Insurance Company	85	50	28	17	17	18	20
International Service Life Insurfance Company	—	—	—	—	17	19	17
Bankers Life Company of Des Moines	—	—	—	16	13	14	15
American United Life Insurance Company	49	40	33	25	16	12	11
Investors Life Insurance Company of North America	—	—	—	—	1	1	11
Sun Life Assurance Company of Canada	—	—	—	—	1	4	11
Hartford Variable Annuity Life Insurance Company	29	18	16	15	11	9	7
Franklin Life Insurance Company	23	22	12	10	9	7	5
Southland Life Insurance Company	27	27	22	6	3	1	1
Southern Farm Bureau	15	13	8	5	—	—	1
National Investors Life Insurance Company	—	—	23	54	30	14	—
All other carriers (fewer than 10 each)	39	45	31	22	37	40	60
TOTAL ANNUITANTS (All ORP Programs)	*5,622*	*5,699*	*5,799*	*6,038*	*6,324*	*6,662*	*6,966*

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 40th annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 19, the session will be held in the Imperial Ballroom of the convention hotel, the Hyatt Regency in downtown Houston.

Preceding the meal will be an informal reception, from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association. Entertainment during the reception will be provided by the jazz band from Howard College at Big Spring, directed by Adolph Labbe.

Featured speaker for the convention's opening session will be journalist Molly Ivins, award-winning political columnist for the *Dallas Times Herald*.

Ms. Ivins is from Houston, has a B.A. from Smith College, and master's in journalism from Columbia University, and studied for a year at the Institute of Political Science in Paris. She began her career in journalism with the *Houston Chronicle* and has worked for the *Minneapolis Tribune* and *The New York Times*.

In 1970, Ms. Ivins was named co-editor of the *Texas Observer*, a publication devoted largely to coverage of Texas political events. Her specialty was covering the Texas Legislature. In 1976, Ms. Ivins joined *The New York Times* as a political reporter, first at City Hall and then at the statehouse in Albany. In 1977, she was named Rocky Mountain Bureau Chief, covering nine mountain states for the *Times*.

Ms. Ivins went back to New York in 1981, and a year later returned to Texas, to work for the *Dallas Times Herald*'s Austin Bureau. Her freelance work has appeared in *The New York Times Sunday Magazine*, *The Washington Post*, *Los Angeles Times*, *Esquire*, *Atlantic*, *The Nation*, and numerous other publications. She also does occasional commentary for National Public Radio and the McNeil/Lehrer program. She served for three years on the board of the National News Council, is active in Amnesty International's Journalism Network and the Reporters Committee for Freedom of the Press.

Ms. Ivins writes about press issues for the American Civil Liberties Union and several journalism reviews. She has received a number of journalism awards and in 1976 was named Outstanding Alumna by Columbia University's School of Journalism.

Tickets for the banquet will be sold for $15 and **must be purchased in advance**. Tickets may be ordered by mail, using the form below.

For those unable to attend the banquet but who wish to hear Ms. Ivins' address, seating will be available in the ballroom at 8:00 p.m.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1987 convention in Houston.

Suggestions should be received by Feb. 1, 1987, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 19, 1987, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:
Constance N. Cameron, Chairperson
TJCTA Nominating Committee
St. Philip's College
2111 Nevada Street
San Antonio, Texas 78203

REQUEST FOR BANQUET TICKETS

Please send ______ tickets (at $15 each) for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 19, 1987, at the Hyatt Regency hotel in Houston.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 17, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferable.)

☐ Hold tickets to be picked up at the convention registration desk under my name.

☐ Mail tickets to me at the address shown below.

Name ______________________________

Address ______________________________

____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 13 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

1987 TJCTA LEGISLATIVE PROGRAM ADOPTED

An eight-point legislative program was adopted by the TJCTA Executive Committee in its meeting in Houston, Dec. 5. Legislative goals and priorities were recommended by the organization's Legislative Committee in October and were presented to the Executive Committee by John R. Forshee, Western Texas College, chairperson of the Legislative Committee.

While the legislative program is subject to additions and changes by subsequent action of the Executive Committee, the present legislative goals are listed below:

1. Support of "full formula funding" in state appropriations for public community junior colleges as recommended by the Coordinating Board, Texas College and University System.

2. Support revenue enhancement measures necessary to provide full formula funding.

3. Support the continued integrity and actuarial soundness of the Teacher Retirement System of Texas and oppose any reduction in the level of state funding for either the Teacher Retirement System or the Optional Retirement Program.

4. Support state reimbursement to community junior college districts for "lost" tuition and fees resulting from exemptions mandated by action of the State Legislature.

5. Oppose legislation which would provide for the expansion of any existing upper-level institution into a full, free-standing four-year college or university, and oppose legislation which would provide for the merger of any community junior college district with an existing upper-level or four-year college or university.

6. Urge increased appropriations for the Texas State College and University Employees Insurance Benefits Program.

7. Support continuation of Associate Degree Nursing and Licensed Vocational Nursing programs in Texas community junior colleges.

8. Support legislation providing for an assessment of basic skills of students after admission to colleges and universities, provided such assessment is designed for the purpose of helping ensure students' academic success and that any such assessment program is accompanied by adequate state appropriations to allow proper implementation.

Photo by Tom Sautzenburg

A capacity crowd of 131 faculty leaders, representing 47 Texas community junior colleges, attended the seventh annual TJCTA Conference for Faculty Organization Leaders last fall. Participants heard a keynote address by Juliet V. Garcia, president of Texas Southmost College, on "The Role of the Faculty in College Governance," and discussions of "Recent Developments in Case Law Affecting Faculty Rights" by attorneys Frank Hill and Marcia Wise of Arlington. Plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee.

OFFICER CANDIDATES NAMED FOR 1987-88

Doris Burbank, Alvin Community College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1987-88. The committee met in Austin on Nov. 1, and selected the slate of candidates. Nominees are listed in order determined by lot:

FOR PRESIDENT-ELECT:
Larry G. Shirts, North Harris County College–South Campus
Jayne Duryea, Bee County College

FOR VICE PRESIDENT:
Steve Dutton, Amarillo College
Margaret A. Harbaugh, McLennan Community College

FOR SECRETARY:
Joe Tom Rodgers, Collin County Community College
David J. Clinkscale, Tarrant County Junior College–Northwest Campus

FOR TREASURER:
John R. Forshee, Western Texas College
Emmeline Dodd, College of the Mainland

The election will be conducted during the annual convention, Feb. 20. Officers' terms will begin April 1, 1987 and end March 31, 1988. Absentee voting will begin in late January, under arrangements outlined below. Detailed information and platform statements will appear in the convention issue of the *Messenger*.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1987-88 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1987-88. I expect to be absent from the convention to be held February 19-21, 1987.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

Member's Signature ______________________________

PRINT Name ______________________________

College ______________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 11.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 17, 1987. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

MAKE HOTEL RESERVATIONS NOW!

TJCTA members planning to attend the 40th annual convention, Feb. 19-21, at the Hyatt Regency hotel in Houston, are strongly urged to reserve hotel accommodations immediately. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the downtown Hyatt Regency.

Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received—on a first-come, first-served basis. **Reservations by telephone are not recommended.**

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION—TEXAS JUNIOR COLLEGE ASSOCIATION
40th Annual Convention
Hyatt Regency Hotel—Houston, Texas—February 19-21, 1987

HOTEL RESERVATION FORM

MAIL TO: Hyatt Regency Hotel—1200 Louisiana Street—Houston, Texas 77002

Please reserve _________ room(s) of the type(s) checked below:

	Check accommodations desired:	Rate:
_______	Single Occupancy	$60
_______	Double/Twin Occupancy	$70
_______	Triple Occupancy	$78
_______	Quadruple Occupancy	$88

Arrival Date: Feb. _____, 1987

Arrival Time: * _________ ___.m.
(Hotel check-in time: 3:00 p.m.; check-out time: 1:00 p.m.)

Departure Date: Feb. _____, 1987

* Reservations will not be held after 6 p.m. unless arrival is guaranteed by credit card or advance payment of one night's lodging.

☐ Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:

Type__________________________ Number______________________________ Expiration Date________________

IMPORTANT INFORMATION: The Hyatt Regency is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment be by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name ______________________________________ Phone A/C _______ -________________

Address ______________________________________ City____________________ State____________ZIP______________

ROOM(S) WILL BE OCCUPIED BY:

Name (please print)	Address	City / State / ZIP Code

CHANGE OF ADDRESS: If your address has changed from the address shown on the mailing label below, please write your **NEW ADDRESS** below and send this form to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

NEW ADDRESS: ______________________________________
(Street Address or Post Office Box)

____
(City, State, ZIP Code)

TJCTA MESSENGER

JANUARY 1987 CONVENTION ISSUE

HOWARD COUNTY JUNIOR COLLEGE DISTRICT

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TJCTA

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A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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TJCTA
MESSENGER

VOLUME XVIII JANUARY 1987 NUMBER 3

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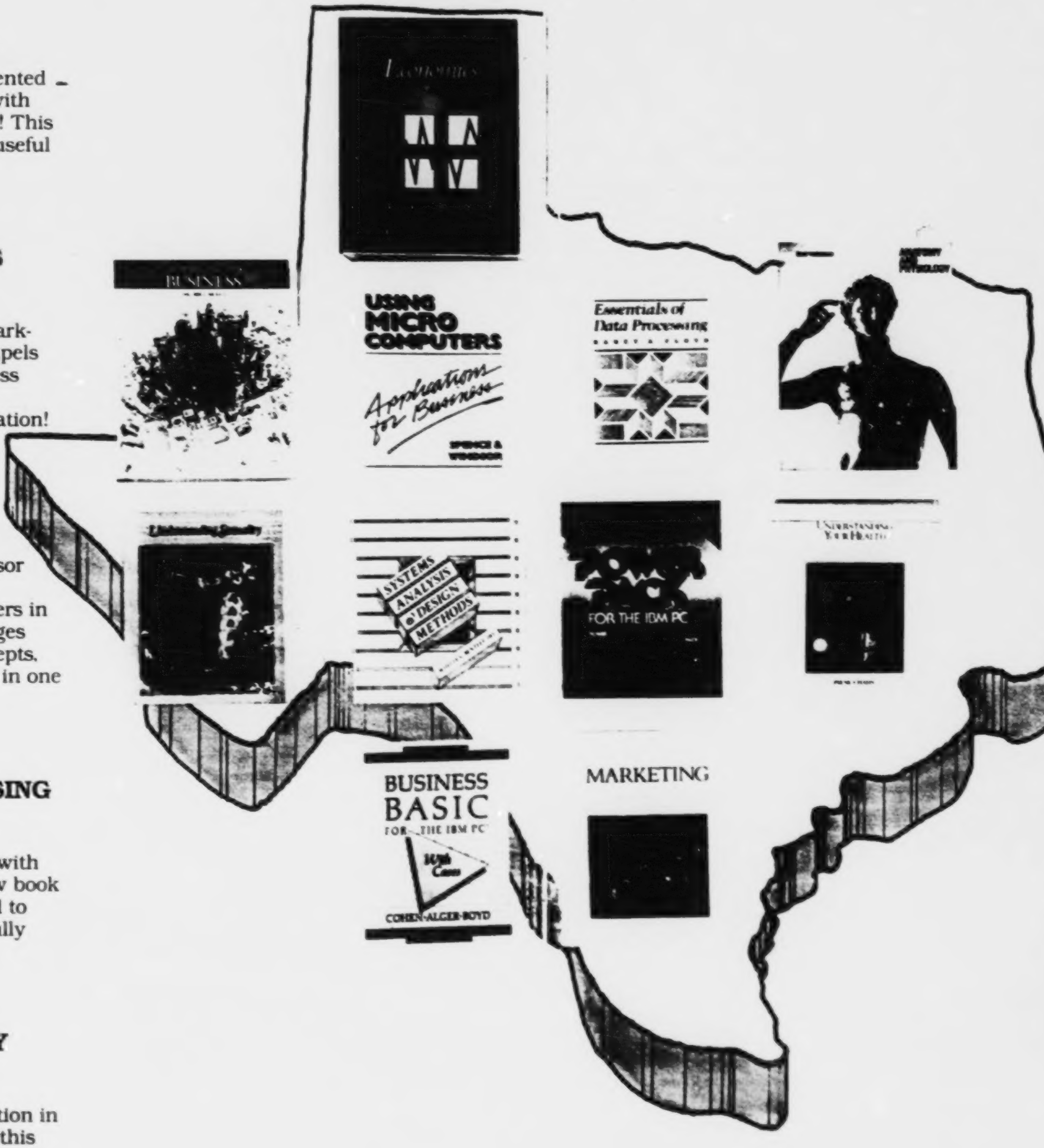

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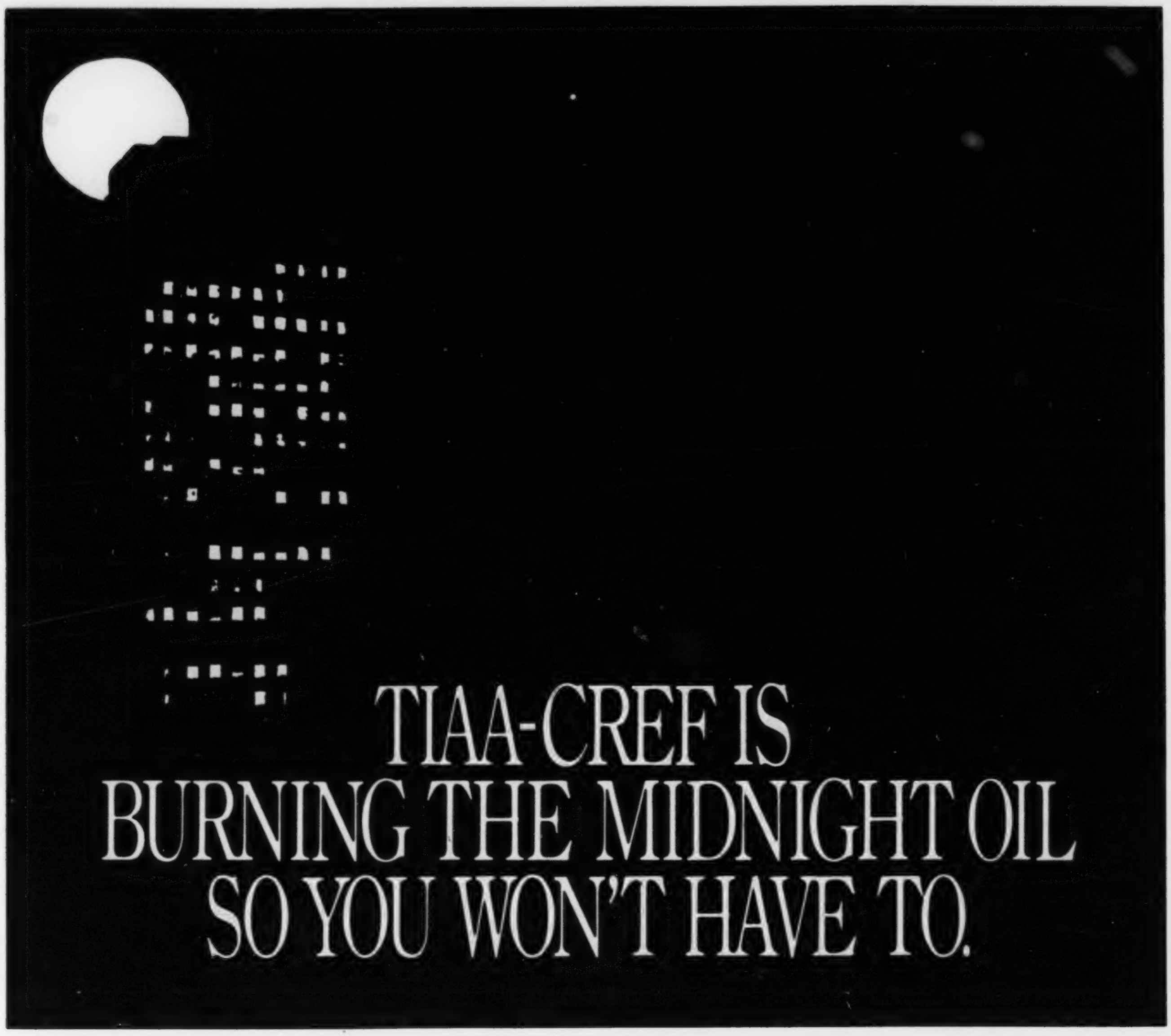

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The President's Message

As the 40th annual TJCTA convention approaches, I take pleasure in reviewing the activities of my year as president while looking forward to an exciting time in Houston and an eventful spring.

Reflections

One of our major goals during the last two years has been to improve communications with our members while coping with the ever-increasing demands on our state office staff. We have made a great deal of progress toward this goal. Campus representatives were mailed a convention update in March for posting or dissemination to members on their campuses. All current and last year's members received a fall *Messenger* in September. Current members received a winter issue which contained the much sought-after faculty salary comparison. We have armaged for six monthly legislative updates to be distributed to campus representatives and other faculty leaders on all campuses beginning this month.

We also established an Editorial Review Board to assist with obtaining copy for the *Messenger*. The ideas and research of many of our talented members should be forthcoming now that the request for contributions has been made.

Some of our other activities and achievements are summarized below.

As promised, we represented our members at all relevant meetings of the Select Committee on Higher Education. We also had good representation at the special legislative sessions last summer.

We have developed a position statement regarding retrenchment of faculty for consideration of our members at a business session during the convention.

The seventh annual TJCTA Conference for Faculty Organization Leaders in the fall received very high ratings on evaluation forms completed by the participants from 47 colleges.

More than 35 of our members have received expert legal advice or other support in employment grievance matters. And, of course, many members took advantage of other membership services.

Focus

The convention theme, "Education at the Crossroads," is indeed appropriate considering the current outlook for post-secondary education. At a time when education has become a "household word," a state financial crisis has "reared its ugly head." To go forward—even to maintain the educational offerings now available—our state leaders must vote badly needed revenue increases.

Here are some of the issues that I feel must be addressed in the coming months and years.

- How to require assessment to assure quality education and accountability without denying disadvantaged students access to higher education.
- How to maintain academic freedom in colleges where tenure is frozen or not awarded. (One of the Select Committee recommendations is that practices in tenure systems be studied.)
- How to renew interest in liberal arts without reverting to education for an elite population. (The new Southern Association requirement that 25 percent of all degree programs be in general education should help to answer this question. It may also lead to a higher drop-out rate as students desert the classroom after developing job entry skills. Liberal arts must be merged with career preparation—not taught *instead* of career preparation.)
- How to maintain high standards as well as high retention rates necessary to generate contact hours for "stay afloat" funding.
- How to keep tuition and fees low enough to make education available to all without overburdening taxpayers.
- How to cope with a majority of nontraditional as opposed to a majority of traditional students.
- How to take advantage of faculty expertise in solving educational problems when faculty on many campuses are being removed further and further from decision-making processes.
- How to promote international literacy and understanding.
- How to attract and keep good teachers when industry or other professions accord higher salaries and higher social status.
- How to prepare students to cope with a rapidly changing job market while preparing them sufficiently with job-entry skills.
- How to achieve faculty collegiality, instructional continuity, and curricula coherence as available financing encourages the use of greater and greater percentages of part-time faculty.

You can no doubt add many more issues to this list. I believe the proximity to students and flexibility of community junior colleges put us in a unique position to solve these problems if given our fair share of financial resources. I like Dale Parnell's statement in the November 20, 1985, issue of *The Chronicle of Higher Education*:

> Community, technical, and junior colleges will continue to be open-door institutions serving a multi-faceted mission, which includes quality exit requirements for all asssociate-degree programs; improved college-credit transfer agreements with four-year institutions; increased extension partnership activities with business, industry, labor, small businesses, and with high schools; and a steadfast commitment to offering high quality, self-supporting extension classes for the local adult community.

Let's hope that the changes made as we approach the crossroads of educational decisions will be favorable.

Won't you please make plans to attend the convention. If you don't have a reservation, get one. I hope to see you in Houston at the downtown Hyatt Regency, February 19-21.

Doris Huibregtse

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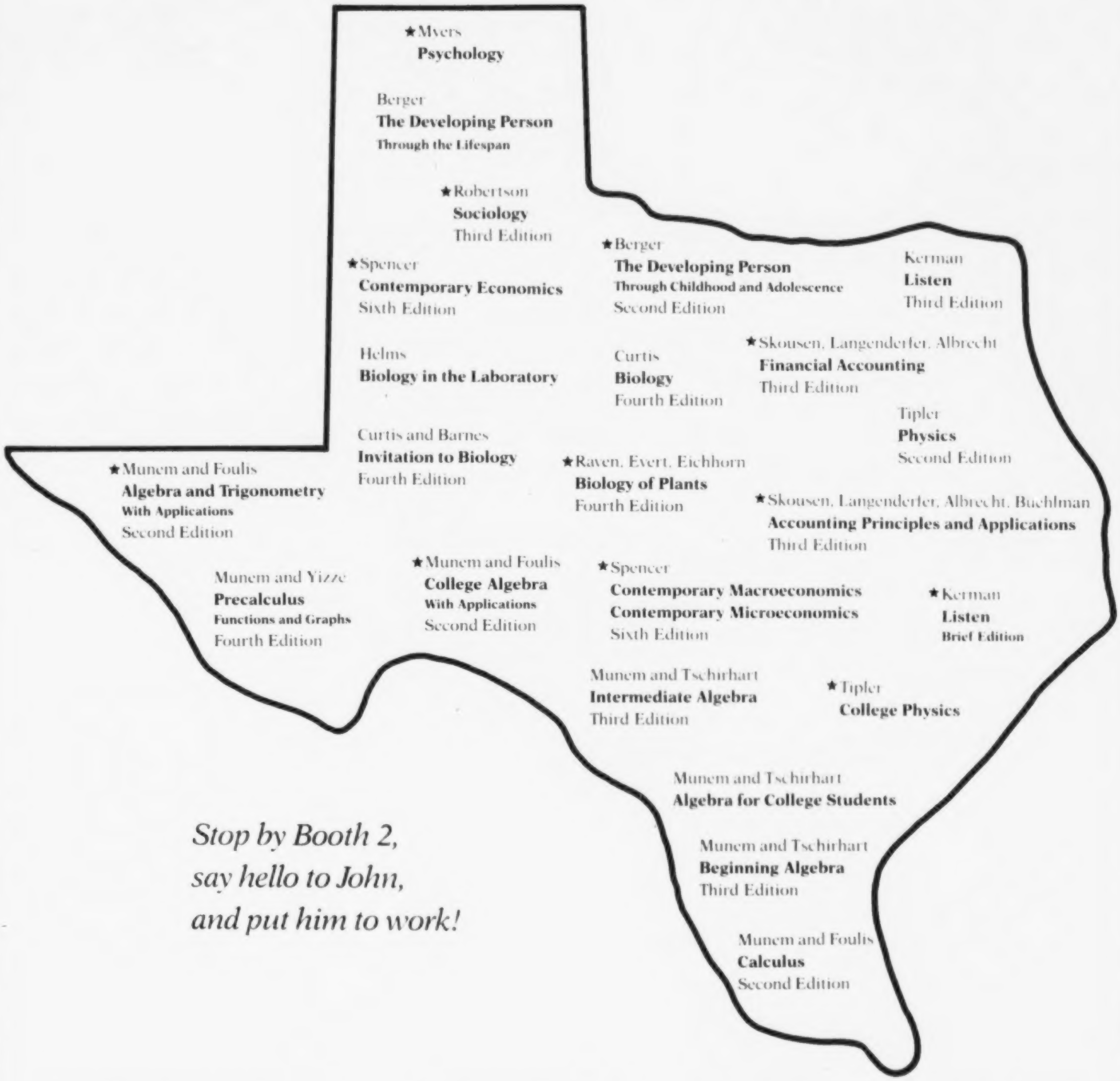

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CANDIDATES FOR STATE OFFICE, 1987-88

Officers of the Texas Junior College Teachers Association for 1987-88 will be elected during the balloting to be conducted at the convention on Friday, Feb. 20, 1987. Voting will be conducted in the election booth, located in the foyer of the Imperial Ballroom of the Hyatt Regency hotel in Houston. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 19, at which time floor nominations will be in order.

Only *professional* members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

Larry G. Shirts
North Harris County
College–South Campus

Educational Background: Phillips University (BA, 1971); University of Houston (MA, 1976); postgraduate studies at University of Houston and Rice University.

Professional Experience: Instructor of Political Science, North Harris County College (1976-present); Political Science Program Coordinator, North Harris County College (1977-84).

Leadership Experience: TJCTA State Vice President (1985-87); TJCTA Legislative Committee (1981-84); Chairperson, TJCTA Legislative Committee (1983-84); TJCTA *Ad Hoc* Committee on Faculty Role in College Governance (1980-81); TJCTA Campus Representative (1983-87); Panelist, TJCTA Workshop for Faculty Organization Leaders (1981, 1982, 1983); President, North Harris County College Faculty Senate (1979-81); Chairperson, NHCC Legislative Committee (1984-86); NHCC Senate Executive Committee (1985-86); Chairperson, NHCC Senate Faculty Benefits Committee (1977-79, 1984-85); NHCC Senate Grievance Committee (1976-77); NHCC Accreditation Self-Study Committee on Faculty (Standard V) (1979-80); President, NHCC Executive Council (1978-79); NHCC Curriculum and Instruction Committee (1978-79); NHCC Chancellor's Council (1986-87); NHCC Faculty Senate, Faculty Rights and Responsibilities Committee (1986-87).

Additional Information: Nominee, NHCC Teacher Excellence Award (1986 and 1987); Political consultant for various state and local candidates (1980-86); Harris County Democratic Party Executive Committee (1981-83); Delegate to State Democratic Party Convention (1976-84); Member: American Political Science Association; Southern Political Science Association; Midwest Political Science Association, Southwest Social Science Association.

Jayne Duryea
Bee County College

Educational Background: Palm Beach Community College; Suffolk County Community College; East Carolina University (BFA, 1977); graduate studies at Texas A & I University and Corpus Christi State University.

Professional Experience: Instructor of Drafting and Design, Engineering, and Art, Bee County College (1981-present).

Leadership Experience: TJCTA Section Chairperson, Engineering Graphics and Drafting Technology Section (1984); TJCTA Professional Development Committee (1986-present); Vice President, American Association of University Women (1985); President, Bee County College Womans Club (1985); Sponsor for American Institute of Design & Drafting (1981-86); Chairperson, Business and Professional Women-Scholarship Committee (1985-86); Judge, Area IV Vocational Leadership Contest (1981-86); Chairperson, Beeville Art Guild.

Additional Information: Member: Texas Institute of Building Design; American Institute for Drafting & Design; Texas Technical Society; Beeville Sesquicentennial Committee; South Texas Museum of Art; Metropolitan Museum of Art; Bee County College Womans Club. Outstanding Young Woman of America (1984).

PLATFORM STATEMENTS

Never before have we faced such critical and difficult challenges. Now—more than ever—TJCTA must:

- provide strong, effective representation before the legislature and state agencies to preserve previous gains and to protect funding for two-year colleges;
- articulate high standards of academic excellence and professional development;
- offer assistance on grievance matters and academic defense issues;
- serve as clearinghouse for such invaluable information as faculty salaries and benefits;
- strive to improve those working conditions on local campuses which demean our professionalism;
- advocate models of institutional governance which afford faculty greater influence in decision-making.

TJCTA needs aggressive, experienced leadership. I respectfully ask for your support.

—LARRY G. SHIRTS

In the next biennium we can expect that Texas junior colleges, along with other public institutions, will be under intense budgetary pressure. It is imperative that the interests of the junior college teachers be represented well before the state legislature. I will go to Austin as necessary to see that our interests are protected.

We need to communicate our vision of, and our commitment to, an education of value with excellence. Texas junior colleges are sound investments in people and a progressive step into our state's economic future. As president-elect of TJCTA, I will work to see that the contributions of junior colleges to our state's future are appreciated and adequately funded.

—JAYNE DURYEA

CANDIDATES FOR VICE PRESIDENT

Steve Dutton
Amarillo College

Educational Background: West Texas State University (BS, 1968; MS, 1972); postgraduate studies at North Texas State University and West Texas State University.

Professional Experience: Instructor of Science, Adrian ISD (1968-70); Instructor of Science, Dalhart ISD (1972-73); Instructor of Biology, Amarillo College (1973-present).

Leadership Experience: Member, TJCTA Professional Development Committee (1984-present); Secretary, TJCTA Professional Development Committee (1984-present); Member, TJCTA Subcommittee on Faculty Role in College Governance (1984-86); Member, TJCTA Resolutions Committee (1983-84); President, Amarillo College Faculty Association (1980-81); Amarillo College Faculty Senate (President, 1982-83; Member, 1983-85, 1986-present).

Additional Information: Member, American Association for the Advancement of Science.

Margaret A. Harbaugh
McLennan Community
College

Educational Background: University of Houston (BA, 1970); University of Texas (MLS, 1973); Ph.D. candidate, North Texas State University.

Professional Experience: Librarian, San Antonio College (1973-74); Librarian, McLennan Community College (1974-present).

Leadership Experience: TJCTA State Secretary (1986-87); TJCTA State Treasurer (1985-86); TJCTA Membership Services Committee (1983-85); Chairperson, Placement Subcommittee (1984-85); TJCTA Campus Representative, (1983-present); McLennan Community College Faculty Council (member, 1975-78, 1980-82, 1984-86; Secretary, 1975-76); Representative to Instructional Council (1977-78); By-Laws Committee (1980-81); Chairperson, Elections Committee (1984-85); Representative to Enrollment Management Council (1985-86); Steering Committee on Student Retention (1980-82); Chairperson, Subcommittee on Data (1980-81); Outreach and Retention Task Force (1981-82); Texas Library Association Membership Committee (1976-78; 1981-84; Chairperson, 1981-82); Texas Regional Group of Catalogers and Classifiers (Program Chairperson, 1978-79; Chairperson, 1979-80; Executive Committee, 1978-81; Nominating Committee, 1983, 1985); College and University Division Continuing Education Committee, 1981-82; District III, TLA (Registration Committee, 1979; Nominating Committee, 1984; Program Committee, 1985); Local Arrangements Workshop Chairperson on "Effects of Automation on Technical Services," 1977.

Additional Information: Member: Altrusa Club of Waco, Inc., 1976-83 (Recording Secretary, 1977-78; Corresponding Secretary, 1980-81; First Vice President, 1981-82); Altrusa Club of the Brazos, 1983-present (Director, 1985-86; Altrusa Information Committee Chairperson, 1985-86; Second Vice President, present); The University of Texas at Austin, Graduate School of Library & Information Science Alumnae Association, 1973-present.

PLATFORM STATEMENTS

I believe in TJCTA. The Association has served its members well. It has been effective in dealing with legislative matters of importance to all who deal with community colleges. Through the work of its various committees, TJCTA keeps its members informed of problems and prospects for two-year colleges in Texas.

As an Association, we need to continue our work with the Legislature and keep our membership informed so that we can broaden communication throughout the Association. The Association needs to help our members remain accountable to their students, their communities, and the state.

We need to strengthen the teaching profession and thus raise our standards and help make our profession the best it can be.

—STEVE DUTTON

TJCTA is recognized as an influential force representing two-year college teachers. Its continued activity with the Legislature and other agencies which affect education is essential.

TJCTA should also:

- facilitate cooperation between faculty and administration;
- sustain efforts in support of academic freedom and tenure;
- promote an active role for faculty in college governance.

My two years of service on the Executive Committee and activities in other organizations provide me with needed experience for the office of Vice President.

If elected, I shall continue to seek to represent the interests of the membership and maintain the high standards for which TJCTA is known.

—MARGARET HARBAUGH

CANDIDATES FOR SECRETARY

Joe Tom Rodgers
Collin County
Community College

Educational Background: Tyler Junior College (AA, 1966); University of Texas at Austin (BS, 1968); East Texas State University (MS, 1972); George Peabody College for Teachers (Ph.D., 1976).

Professional Experience: Instructor of Mathematics, Hood Junior High School, Dallas ISD (1968-69); Bryan Adams High School, Dallas ISD (1969-71); Aquinas Junior College, Nashville (1974-76); South Garland High School (1976-77); Tyler Junior College (1977-86); Collin County Community College (1986-present).

Leadership Experience: TJCTA Auditing Committee (Vice Chairperson, 1983-84; Chairperson, 1985-86); Member, TJCTA Legislative Committee (1986-present); TJCTA Campus Representative (1986-present).

Additional Information: Member, Mathematical Association of America, National Council of Teachers of Mathematics.

David J. Clinkscale
Tarrant County
Junior College–
Northwest Campus

Educational Background: Southwest Texas State University (BA, 1971); University of Missouri-Columbia (MA, 1972); postgraduate studies at North Texas State University.

Professional Experience: Part-time government instructor, Tarrant County Junior College–Northeast Campus (1976-77); Instructor of Government, Tarrant County Junior College–Northwest Campus (1977-present); Coordinator of History/Government Department, TCJC-NW (1981-present).

Leadership Experience: TJCTA State Treasurer (1986-87); TJCTA Legislative Committee (1982-86); Chairperson, Legislative Committee 1984-86); TJCTA Campus Representative (1980-86); Chairperson, TCJC-NW Campus Faculty Senate (1979-80); TCJC Professional Rights and Responsibilities Committee (1979-80); TCJC-NW Faculty Association President-Elect (1983-84); President (1984-85).

Additional Information: Member, Texas State Historical Association; Minnie Stevens Piper Professor (1984); Teaching Fellow, The Washington Center's Short Course at the 1984 Republican National Convention; Nominee, 1986 Chancellor's Award for Teaching Excellence, TCJC.

PLATFORM STATEMENTS

We are now entering one of the most challenging periods in our state's history, and it is most important that TJCTA members close ranks to meet the challenge.

If elected I will work:

- to increase the effectiveness of our membership recruiting effort;
- to encourage faculty participation in college governance;
- to promote efforts to better inform members of the activities and policy changes of the Coordinating Board;
- to make the TJCTA *Messenger* a more effective service to members.

—JOE TOM RODGERS

TJCTA must continue to be the strong voice of junior college educators in Texas. Faced with formidable budgetary constraints and an uncertain future, we all must strive to send the word to policy makers, local constituencies and the citizens of Texas that two-year colleges are one of the best investments in the future that Texas can make.

I feel that my experience as Treasurer of the Association and chairperson of its Legislative Committee, as well as my familiarity with the legislative process and the people involved therein, will allow me to continue serving you in a positive and constructive manner. I pledge my time, talents and efforts to this end, and I am most grateful for your continued support.

—DAVID J. CLINKSCALE

PLATFORM STATEMENTS

If elected TJCTA Treasurer, I will listen to the membership and work as a concerned, caring member of the Executive Committee. Above all, I will strive to maintain TJCTA as the only organization which works consistently and effectively to further the concerns of teachers in Texas's two-year colleges.

I want to be YOUR Treasurer. I would appreciate your support and vote.

—JOHN R. FORSHEE

TJCTA, without question, is the most effective organization representing community colleges. We must safeguard TJCTA's independence from undue influence by other organizations, while cooperating with them when it is clearly to the advantage of our members. We can further improve the already outstanding effectiveness of TJCTA by:

- development of local faculty organizations with TJCTA providing professional consultation;
- dismissal of all college classes during the annual convention;
- closer rapport with legislators who support community colleges;
- enhancing the proper role of faculty in college governance; and
- support of testing and proper placement of all our students.

—EMMELINE DODD

CANDIDATES FOR TREASURER

John R. Forshee
Western Texas College

Educational Background: North Texas State University (BA, 1967); Baylor University (MA, 1974); postgraduate studies at North Texas State University; Georgetown University (NEH Grant, 1976).

Professional Experience: Instructor of Social Science, Ranger Junior College (1974-83); Instructor of Social Science and Computer Science, Western Texas College (1983-present; Faculty Stipend Award to Develop CAI Module in Texas Government (1985).

Leadership Experience: TJCTA State Treasurer (1983-84); Member, TJCTA Legislative Committee (1984-present; Chairperson, 1986-87); Member, TJCTA Membership Services Committee (1978-83); Chairperson, Membership Services Committee (1981-83); Member, TJCTA Auditing Committee (1976-77); Ranger Junior College Faculty Association (President, 1977-79; Vice President, 1976-77); Chairperson, Committee on Political Science in Two-Year Colleges, Southwestern Social Science Association (1978-79); Western Texas College Welfare Committee (1983-86); Chairperson, WTC Admissions and Registration Committee (1984-86); Chairperson, WTC Professional Evaluation Committee (1984-86).

Additional Information: Member: American Political Science Association; Southwestern Social Science Association; Pi Sigma Alpha.

Emmeline Dodd
College of the Mainland

Educational Background: Stephen F. Austin State University (BA, 1961; MA, 1965); University of Houston at Clear Lake (MS, 1980); doctoral studies at Texas A&M University.

Professional Experience: Instructor of Biology, San Jacinto College (1966-69); National Aeronautics and Space Administration, biological research for Apollo and Skylab projects (1970-72); Instructor of Biology, Houston Community College (1971-73); Instructor of Biology, College of the Mainland (1973-present).

Leadership Experience: TJCTA State Vice President (1982-83); TJCTA State Secretary (1981-82); Professional Development Committee (Chairperson, 1986-87); Legislative Committee (1975-78); *Ad Hoc* Committee on Faculty Role in College Governance (1980-81); Nominating Committee (1979-80, 1985-86); Chairperson, TJCTA Membership Committee (1984-85); TJCTA Campus Representative (1981-present); Chairperson, Self-Study Steering Committee, College of the Mainland (1981-83); COM faculty representative to Board of Trustees (1983-84).

Additional Information: Certified Public Accountant; College of the Mainland Piper professor nominee (1978, 1981, 1986); "Teacher of the Year," San Jacinto College (1968); COM Outstanding Teacher (1982, 1986); Outstanding Young Women of America (1967, 1974); "Who's Who in Education" (1978); NASA Area "Go-Texan" Committee for Houston Live Stock Show and Rodeo; Member, Board of Directors, Stephen F. Austin State University Alumni Association (1983-present); Bay Area Panhellenic Council (1979-present); Philanthropic chairperson, Bay Area Chi Omega Alumni; Model for Conni-Laine Agency (Neiman's, Macy's, Foley's, Joskes, Sakowitz); Chaired fund-raising drives for various organizations; Member, Clear Lake Chamber of Commerce, Houston Bromeliad Society.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1987-88 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members *"who expect to be absent from the general convention."*

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1987-88. I expect to be absent from the convention to be held February 19-21, 1987.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

Member's Signature ____________________

PRINT Name ____________________

College ____________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 11.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 17, 1987. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

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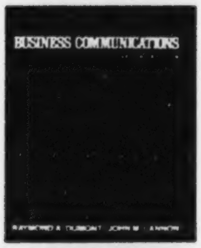
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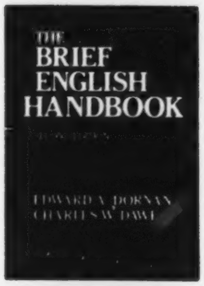
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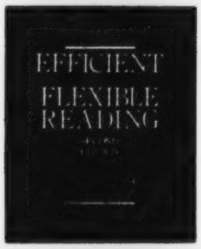
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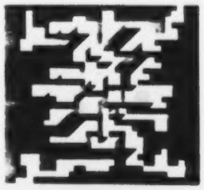

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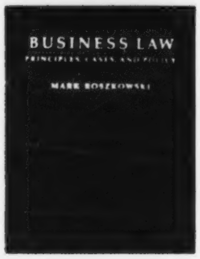
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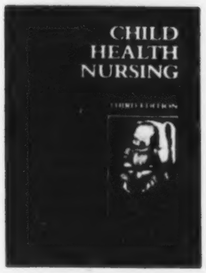
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WOMEN ADMINISTRATORS PLAN SYMPOSIUM

The third annual Symposium for Community College Women Administrators will be held preceding the opening of the annual TJCTA convention in Houston. The session will be held in the Dogwood Room of the convention hotel (the downtown Hyatt Regency), Friday, Feb. 20, beginning at 1:00 p.m.

The theme for this year's symposium is "Women Leaders in Texas." Featured speaker will be Juliet V. Garcia, president of Texas Southmost College. Dr. Garcia is a graduate of the University of Houston and The University of Texas at Austin. Prior to her February 1986 appointment as TSC president, she served seven years on the faculty and five years as dean of arts and sciences. Dr. Garcia is in her second term as a member of the Commission on Colleges of the Southern Association of Colleges and Schools. She chairs the SACS Committee on Standards and Reports for community junior colleges.

Juliet V. Garcia

Symposium participants will also hear Eleanor Tinsley, a member of the Houston city council. Other speakers for the meeting (not confirmed at press time) will represent business, industry, and the health sciences.

Program arrangements for the symposium for women administrators were made by Elizabeth H. Henry, director of college development for Collin County Community College.

AUTHORS TO ADDRESS ACCOUNTING SECTION

Kermit D. Larson

Lanny Solomon

Two widely-published, prominent university accounting professors will speak at the forthcoming TJCTA convention in Houston.

At the Friday session, Kermit D. Larson will speak on "Putting the Squeeze on Accounting Principles." Larson is the Arthur Andersen & Co. Alumni Professor of Accounting at The University of Texas at Austin, where he has been a member of the faculty since 1966. He chaired the UT-Austin Department of Accounting from 1971 to 1975. He is co-author of several books, including *Fundamental Accounting Principles*, *Advanced Accounting*, and *Financial Accounting*, all published by Richard D. Irwin, Inc.

Speaker for the Saturday meeting of the accounting section will be Lanny M. Solomon, associate professor of accounting at The University of Texas at Arlington. His topic will be "Teaching Credential Requirements and Course Transferability." Solomon holds a Ph.D. in accounting from Case Western Reserve University. He has published articles in numerous scholarly journals and presented papers at technical accounting meetings. He is lead author of *Accounting Principles* (Harper & Row, Publishers, Inc.).

Dutton J. Bailes, Jr., Lon Morris College, is chairperson of the accounting section this year.

NOTED HISTORIANS TO ADDRESS SECTION

Robert A. Divine

David M. Kennedy

Three eminent historians will speak at the TJCTA history section during the forthcoming convention in Houston. All three are noted scholars, authors, and lecturers.

Speaking at the Friday session will be Alan Brinkley, Dunwalke Associate Professor of History at Harvard University. His topic will be "Reassessing the Vietnam War." Brinkley holds degrees from Princeton University (BA) and from Harvard (MA and Ph.D.). He has been on the Harvard history faculty since 1982, and prior to that appointment he taught at Massachusetts Institute of Technology. Brinkley has earned many awards and fellowships. He has published numerous papers and reviews and is the author of *American History: A Survey* and *America in the Twentieth Century*, both published by Alfred A. Knopf.

Saturday's history section will feature discussions of World Wars I and II by Robert A. Divine and David M. Kennedy.

Divine is the George W. Littlefield Professor in American History at The University of Texas at Austin. A specialist in American diplomatic history, he has taught at UT-Austin since 1954. He holds the BA and MA degrees from UT-Austin and the Ph.D. from Yale University. He has written extensively and is co-author (with T. H. Breen, George M. Fredrickson, and R. Hal Williams) of *America: Past and Present* (Scott, Foresman and Company).

Kennedy is professor of history at Stanford University. He holds the BA degree from Stanford and the MA and Ph.D. from Yale. He has been on Stanford's history faculty since 1967. Recipient of numerous awards and fellowships, Kennedy has been named Harmsworth Professor of American History at Oxford University for the 1988-89 academic term. He has published a large number of essays and reviews, and is co-author (with Thomas A. Bailey) of *The American Pageant*, published by D. C. Heath & Co.

Plans and arrangements for the history section programs were made by Michael A. White, McLennan Community College, who serves this year as section chairperson.

"TEACHERS AND TAXES" IS SEMINAR TOPIC

For the sixth consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances.

This year's seminar will feature a discussion of "Teachers and Taxes," and will be designed to help teacher-taxpayers understand better the provisions of the 1986 Tax Reform Act.

Speaker for the session will be J. Richard Claywell, a certified public accountant with the firm of Claywell and Rush, in Houston. A graduate of the University of Houston at Clear Lake, Claywell has an extensive background in individual, partnership, and corporate taxes. He was formerly on the faculty of College of the Mainland, and has been in private practice since 1974. He is a member of the American Institute of Certified Public Accountants and the Texas Society of Public Accountants.

J. Richard Claywell

During the TJCTA seminar, Claywell will discuss the tax reform legislation with emphasis on its impact on teachers. Topics will include changes in itemized deductions, changes in IRA's, changes in capital gains, new rules on passive activities, and other important changes in the Internal Revenue Code.

Claywell's appearance was arranged by the TJCTA Membership Services Committee, chaired by Dennis P. Kriewald, Laredo Junior College. The seminar will be conducted twice during the convention: Friday, Feb. 20, from 8:00 to 9:15 a.m., and again from 12:30 to 1:45 p.m. Both sessions will be held in Arboretum–V of the Hyatt Regency hotel in Houston.

AIR CONDITIONING COMPRESSORS IS TOPIC

Douglas F. Patterson, southwest regional sales manager for Tecumseh Products Co., in Dallas, will be the principal speaker for the air conditioning and refrigeration technology section at the February TJCTA convention in Houston. Patterson will discuss "Compressors: Application and Components," at the meeting Saturday, Feb. 21.

Douglas F. Patterson

Speaker for the Friday section meeting will be J. Frank Albright, sales engineer for Sporlan Valve Co., who will discuss thermostatic expansion valves.

Irving D. Panzer, Houston Community College, is section chairperson this year.

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BANQUET TICKETS STILL AVAILABLE

Tickets for the banquet to be held in conjunction with the opening session of the 40th annual TJCTA convention will remain available until Feb. 17. Members desiring to attend the banquet should order tickets (at $15 each) using the form below. For orders received in the state office by Feb. 13, tickets may be mailed to members. For orders received after that date, tickets will be held at the convention registration desk to be picked up preceding the banquet.

The banquet session will begin at 7:30 p.m., Thursday, Feb. 19, and will be held in the Imperial Ballroom of the convention headquarters hotel, the Hyatt Regency in downtown Houston. Featured speaker will be award-winning syndicated columnist Molly Ivins.

REQUEST FOR BANQUET TICKETS

Please send ______ tickets (at $15 each) for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 19, 1987, at the Hyatt Regency hotel in Houston.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 17, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferable.)

☐ Hold tickets to be picked up at the convention registration desk under my name.

☐ Mail tickets to me at the address shown below.

Name ______________________________

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____

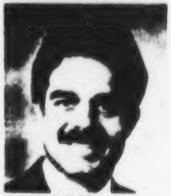
NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 13 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

PANEL TO DISCUSS "NUTS AND BOLTS" OF TELECOURSE IMPLEMENTATION

Would you like to learn how to expand the reach of your college by enrolling those members of your community who, for various reasons, are unable to come on campus for instruction? Pre-recorded televised instruction may be your answer.

Now that the Coordinating Board has begun approving colleges' offerings of telecourses, interested faculty and administrators will find it helpful to hear the panel discussion on "The Nuts and Bolts of Telecourse Implementation" to be offered twice on Friday, Feb. 20—from 9:30 to 10:45 a.m., and from 11:00 a.m. to 12:15 p.m. The sessions will be held in the west section of the Hyatt Regency's Imperial Ballroom.

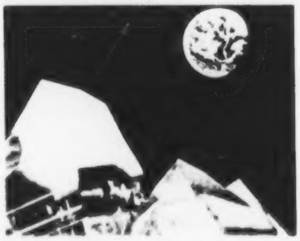
Four experienced users of telecourses from Texas two-year colleges will discuss the components of a telecourse, how to set up a telecourse program, the role of the faculty, and how to promote a telecourse program internally and externally.


Jeff Moyers

Jeff Moyers, director of information and distribution for the Dallas County Community College District center for telecommunications, will moderate the panel of faculty and administrators who are experienced in various methods of implementing telecourses.

Those attending will learn how other Texas colleges are reaching new students with acadedmically-sound televised instruction in such courses as American history and government, English composition, business, accounting, sociology, earth science, psychology, and biology. A variety of handouts will be distributed and each session will end with a question-and-answer period.

FIELD TRIP TO NASA LUNAR DISPLAY ARRANGED FOR MEMBERS



"Welcome aboard our shuttle to the moon!" TJCTA members attending the annual convention in Houston are invited to remain following Saturday's closing session to participate in a field trip arranged by the geology department of North Harris County College. Participation is limited to 25 persons.

John Dietrich, NASA's associate curator for lunar samples will guide participants through the lunar analysis lab and describe the types of sample processing. If time permits, the group will tour the Mission Control center and view the space program exhibits in the main facility.

Transportation will depart from the Hyatt Regency main lobby entrance at 12:15 p.m., Saturday, Feb. 21, and will return to the hotel by approximately 4:00 p.m. Transportation will also be provided to Houston Intercontinental Airport in time to catch 5:00 departures.

Further information concerning the NASA field trip may be obtained by contacting Thomas Hobbs, geology instructor at the South Campus of North Harris County College—Area Code 713, 443-5796.

EDUCATIONAL COMPUTING SYMPOSIUM SET FOR FEB. 20

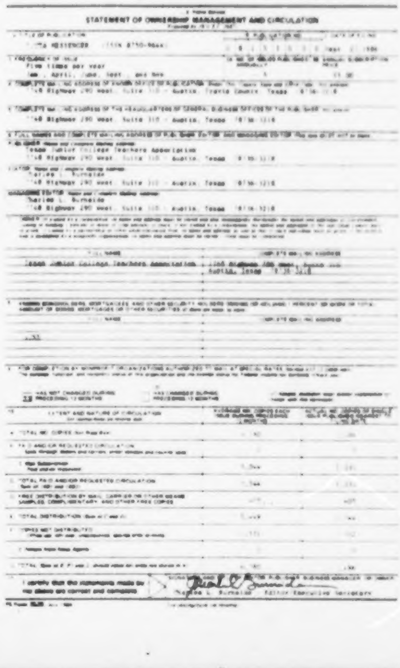
Since the educational computing symposium has been highly successful at the past two TJCTA conventions, another special session has been scheduled this year. The computing session will be held Friday, Feb. 20, from 12:30 to 1:45 p.m., in the Magnolia Room of the Hyatt Regency hotel. Plans for the session were made by Judith Olson-Fallon, North Harris County College; and Sandra K. Creech and Richard Harris, both of Temple Junior College.

TJCTA members interested in using the computer to assist instructional planning and to support classroom activities are invited to attend the educational computing symposium.

William H. Sproull, associate professor of psychology at the South Campus of Tarrant County Junior College, will share his experience in developing instructional programs for introductory psychology students. Specifically, Sproull will demonstrate instructor-created programs and an application of Appleworks™ word processing software for the purpose of creating lesson plans, lectures, and student study aids. Additionally, Sproull will discuss the utilization of the instructor-created programs as well as several commercially prepared programs, all of which have been field-tested by more than 500 Tarrant County Junior College general psychology students. This presentation is not limited to psychology instructors. The techniques and topics, including motivation, program development, team and structured programming, and student use of instructional materials have a broad range of instructional applications.

Shahram R. Shafiee and Laurence A. Toenjes, economics instructors from North Harris County College–South Campus, will demonstrate the use of computer-assisted graphics software to enhance classroom lectures. This software was created by Toenjes. Further, Shafiee and Toenjes will provide a description of their use of both IBM and Apple computer-assisted tutorial programs in a lab setting.

In addition to the presentaqtion of papers, a "Software Sharing" session will be conducted during convention exhibit hours (8:00 a.m.-5:00 p.m., Friday; and 8:00-11:00 a.m., Saturday). Special booths in the Market Pace Exhibit Hall will be available. Members are invited to bring software they have developed or are using in their classes. Still others may wish to bring floppy disks to duplicate free software they see demonstrated. Publishers have also been invited to display their software packages.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MATHEMATICS SECTION TO HEAR SPEAKERS

Carol A. Edwards

Jim Van Dyke

"Nontraditional Solutions to Calculus Problems" will be the topic for the mathematics section meeting Friday, Feb. 20. Guest speaker will be Carol A. Edwards, professor of mathematics at St. Louis Community College at Florissant Valley.

Dr. Edwards earned her doctorate from the University of Illinois at Urbana–Champaign. She previously served on the faculty at the University of Hawaii at Hilo and St. Louis University. She writes and speaks extensively on topics related to mathematics education.

Speaker for Saturday's section meeting will be Jim Van Dyke, Portland (Oregon) Community College, who will discuss the developmental mathematics program at that college. Van Dyke has been at PCC for 21 years, presently serving as executive dean while remaining active in mathematics education. He has co-authored several textbooks published by Saunders College Publishing. Van Dyke holds the master's degree from Oregon State University and has done postgraduate study at the University of Oregon.

Van Dyke's presentation for the TJCTA meeting will describe a program which has brought students successfully from arithmetic to calculus. The philosophy behind the program is that of providing constant reinforcement for students as the level of difficulty of a mathematical topic is systematically incremented as they proceed through their study.

Mathematics section chairperson for this year's convention is Shelba Jean Morman, North Lake College.

VOCATIONAL-TECHNICAL SECTION PLANS MEETINGS

Shirley Strate Busbice

"Changes in Industrial and Commercial Education Needs and How to Meet Them" will be the topic for discussion when the TJCTA vocational-technical education section meets Saturday, Feb. 21. Featured speaker for the session will be Shirley Strate Busbice, director of education for the Associated Builders & Contractors of Texas Gulf Coast, Inc.

At Friday's meeting, Mike Roark, program director on the staff of the Coordinating Board, will lead a discussion of possible changes in the state's vocational-technical master plan.

Chairperson of the vocational-technical education section is Larry A. Grable, Brazosport College.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention in Houston. Committee member Edith Bartley, Tarrant County Junior College–South Campus, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center.

This will be the eleventh consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 100 job listings have been posted.

In a joint letter from Mrs. Bartley and TJCTA president Doris Huibregtse, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration counters in the Imperial Ballrom Foyer of the Hyatt Regency hotel. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 20, and from 8:00 to 11:00 a.m., Saturday, Feb. 21.

TJCTA members who wish to do so are invited to send resumes to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the resumes and obtain information about potential candidates for staff openings. Resumes should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Resumes should be mailed in time to be received by Feb. 15. After that date, members may take their resumes directly to the placement center at the convention site.

Following the convention, job listings and resumes of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

REAL ESTATE SECTION TO HEAR SPEAKERS

Nat Shapiro

Charles J. Jacobus

Texas community college real estate educators will hear two speakers at the annual TJCTA convention in Houston.

Speaker for the meeting Friday, Feb. 20, will be Nat Shapiro, a real estate investor, who will demonstrate the use of computers in real estate investments.

Saturday's speaker will be Charles J. Jacobus, Houston attorney and author of two real estate textooks, *Texas Real Estate* and *Texas Real Estate Law*. Jacobus will discuss effects of the 1986 Tax Reform Act and provide an update on legal issues involving real estate matters.

Chairperson for the real estate section is Paul Metzger, Jr., Houston Community College.

THREE PSYCHOLOGISTS TO ADDRESS SECTION

Carol Tavris

Ludy T. Benjamin, Jr.

Three psychologists will speak at the TJCTA psychology section meetings during the annual convention at Houston's Hyatt Regency hotel.

At the session Friday, Feb. 20, Edward Reitman, a Houston clinicial psychologist will speak. His announced topic is "Loving Is Not an Accident (You Can Make It Happen If You Know What It Is)." Reitman is host of the "Dr. Ed" show and is author of *Games Lovers Play*.

The second featured speaker for Friday's session will be Carol Tavris, noted author and lecturer in the field of psychology. Topic of her presentation is "Applied Critical Thinking in the Classroom: The Case of Emotion." She earned the Ph.D. in the interdisciplinary social psychology program at the University of Michigan and is currently a visiting professor at the University of California at Los Angeles. Formerly a senior editor of *Psychology Today* magazine, she continues to contribute to numerous magazines, including *Vogue* and *Cosmopolitan*.

Dr. Tavris is co-author (with Carole Wade) of the basic textook, *Psychology*, published by Harper & Row. She is also author of the widely acclaimed definitive work on *Anger: The Misunderstood Emotion*. She is a frequent guest on television and radio talk shows, including the Phil Donahue and Merv Griffin shows, Good Morning America, and Today.

Speaker for Saturday's psychology section will be Ludy T. Benjamin, Jr., professor of psychology and director of undergraduate studies at Texas A&M University. Benjamin received his Ph.D. in experimental psychology from Texas Christian University. He regularly teaches the introductory psychology course. In 1984 he received a distinguished teaching award from Texas A&M University, and in 1986 he received the prestigious distinguished teaching award from the American Psychological Foundation.

Benjamin is author of seven books, including four on the teaching of psychology. His most recent book is the introductory text, *Psychology*, published by Macmillan Publishing Company in 1987.

Arrangements for psychology section programs this year were made by G. E. Carrier, Alvin Community College.

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40th Annual Convention
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
and
TEXAS JUNIOR COLLEGE ASSOCIATION

HYATT REGENCY HOTEL **FEBRUARY 19-21, 1987** **HOUSTON, TEXAS**

Convention Theme:
"Education at the Crossroads"

Convention-At-A-Glance

THURSDAY—FEBRUARY 19, 1987

9:00 a.m.–5:00 p.m.	Special Meetings (to be announced)
12:00 Noon–6:00 p.m.	Convention Registration—Imperial Ballroom Foyer
1:00–3:30 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00–5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and All Committee Chairpersons —Ponderosa Room
6:30–7:30 p.m.	Informal Reception (Meet the Candidates)—Imperial Ballroom
7:30–9:00 p.m.	BANQUET AND FIRST GENERAL SESSION—Imperial Ballroom

FRIDAY—FEBRUARY 20, 1987

8:00–9:15 a.m.	Seminar—"Teachers and Taxes"—Arboretum–V (repeated at 12:30 p.m.)
8:00 a.m.–5:00 p.m.	Convention Registration—Imperial Ballroom Foyer
8:00 a.m.–5:00 p.m.	Polls Open—Imperial Ballroom Foyer
8:00 a.m.–5:00 p.m.	Exhibits Open—Market Place Exhibit Hall
9:30–10:45 a.m.	Section Meetings for Some Sections
11:00 a.m.–12:15 p.m.	Section Meetings for Remaining Sections
12:30–1:45 p.m.	Seminar—"Teachers and Taxes"—Arboretum–V (repeat of 8:00 a.m. presentation)
12:30–1:45 p.m.	Symposium on Educational Computing—Magnolia Room
2:00–4:00 p.m.	SECOND GENERAL SESSION—Imperial Ballroom
4:30–6:00 p.m.	Special Meetings (announced elsewhere in the program)
9:00 p.m.–1:00 a.m.	Dance for TJCTA Members and Invited Guests —Imperial Ballroom (admission by convention badge ONLY)

SATURDAY—FEBRUARY 21, 1987

8:00–11:30 a.m.	Convention Registration—Imperial Ballroom Foyer
8:00–11:30 a.m.	Exhibits Open—Market Place Exhibit Hall
8:30–9:30 a.m.	Section Meetings for Some Sections
9:45–10:45 a.m.	Section Meetings for Remaining Sections
11:00 a.m.–12:00 Noon	THIRD GENERAL SESSION—Imperial Ballroom
12:00 Noon	Adjournment
12:30–3:00 p.m.	Special Meetings (to be announced)

TJCTA COMMITTEE MEETINGS
Thursday, February 19, 1987
Hyatt Regency Hotel

(NOTE: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee	1:00–3:30 p.m.—Pecan Room
Legislative Committee	1:00–3:30 p.m.—Ebony Room
Membership Services Committee	1:00–3:30 p.m.—Raintree Room
Auditing Committee	2:00–3:00 p.m.—Cedar Room
Resolutions Committee	3:00–4:00 p.m.—Holly Room
Executive Committee, Resolutions Committee, and All Committee Chairpersons	4:00–5:00 p.m.—Ponderosa Room

SPECIAL MEETINGS

Business/Business Data Processing/Office Occupations Division Directors/Chairpersons—Thursday, Feb. 19, 9:00 a.m.–4:00 p.m.—Cottonwood Room—Co-Chairpersons: Laura Wiggs and Marilyn Kay St. Clair, Weatherford College

Symposium for Community College Women Administrators—Thursday, Feb. 19, 1:00–5:00 p.m.—Dogwood Room—"Women Leaders in Texas," Juliet V. Garcia, President, Texas Southmost College; Elizabeth H. Henry, Collin County Community College District, Chairperson

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 19, 2:00–4:00 p.m.—Live Oak Room—Morris J. Paschall, Brazosport College, President

Texas Association for Staff, Program, and Organizational Development (TASPOD)—Friday, Feb. 20, 12:30–1:45 p.m., and 4:30–5:30 p.m.—Mesquite Room—Nancy N. Nelson, El Paso Community College, President

Junior/Community College Placement Association of Texas (JCCPAT)—Friday, Feb. 20, 12:30–2:00 p.m.—Pecan Room—Theresa C. Walch, Tyler Junior College, President

Department and Division Chairpersons—Friday, Feb. 20, 4:30–6:00 p.m.—Sandalwood Room—"Problems and Pitfalls of Developing Competency-Based Core Curricula," Richard L. Oliver, Chairperson, Department of Philosophy, San Antonio College; James W. Smith, Trinity Valley Community College, Chairperson

Retirement Seminar (for retired and soon-to-be-retired members)—Friday, Feb. 20, 4:30–6:00 p.m.—Live Oak Room—"Elder Hostel Travel Program," Mitchell Grossman, San Antonio College; "Social Security and the Retired," Robert Norris, Social Security Administration; "TRS and You," Joanne Holshouser, Coordinator of Member Relations, Teacher Retirement System of Texas

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 20, 4:30–6:00 p.m.—Ponderosa Room—Clifford Wood, Grayson County College, State Advisor

Southwest Regional Conference on English in the Two-Year College—Executive Committee—Saturday, Feb. 21, 12:30–2:00 p.m.—Pecan Room—Linnie Jones, New Mexico State University

TEXAS JUNIOR COLLEGE ASSOCIATION
Annual Luncheon Meeting
Friday—February 20—12:30–1:45 p.m.—Regency Room
Elbert C. Hutchins, Wharton County Junior College, President

CONVENTION GENERAL SESSIONS

First General Session

Thursday, February 19, 7:30 p.m. ....Imperial Ballroom
Presiding ....Doris Huibregtse, Howard College, President, Texas Junior College Teachers Association
Business Session
ADDRESS ....MOLLY IVINS

Second General Session

Friday, February 20, 2:00 p.m. ....Imperial Ballroom
Presiding ....Doris Huibregtse, Howard College, President
Remarks ....Karen Twardowski, Wharton County Junior College, State President, Phi Theta Kappa
Business Session
ADDRESS

Third General Session

Saturday, February 21, 11:00 a.m. ....Imperial Ballroom
Presiding ....Doris Huibregtse, Howard College, President
Business Session
ADDRESS
Adjournment

SECTION MEETINGS

(NOTE: Each section will meet twice during the convention. Members are urged to attend the section meetings for their respective areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.

ACCOUNTING

Chairperson: DUTTON J. BAILES, JR., Lon Morris College

Friday, 9:30–10:45 a.m.—Arboretum–I

"Putting the Squeeze on Accounting Principles," Kermit D. Larson, Arthur Andersen & Co. Alumni Professor of Accounting, The University of Texas at Austin

Saturday, 9:45–10:45 A.M.—Arboretum–I

"Teaching Credential Requirements and Course Transferability," Lanny Solomon, Professor of Accounting, The University of Texas at Arlington

AERONAUTICAL TECHNOLOGY

Chairperson: JERRY R. ADAMS, Tarrant County Junior College–Northwest Campus

Friday, 11:00 a.m.–12:15 p.m—Ponderosa Room

"Overview of Composites Technology (Laminated Structural Materials)," Representative of Aerospatiale Helicopter Corporation

Saturday, 8:30–9:30 a.m.—Ponderosa Room

"An FAA Inspector's View of the Educational Needs in the Aviation Maintenance Industry," Thomas E. Blake, Airworthiness Inspector, Federal Aviation Administration

AGRICULTURE

Chairperson: RONALD BRAEUER, Wharton County Junior College

Friday, 11:00 a.m.–12:15 p.m.—Mesquite Room

"Ag Business—Farm & Ranch Management Workshop Report," Herbert Schumann, Professor of Agriculture Education, Sam Houston State University

"Secondary Vocational Agriculture Curriculum Articulation," Jay Eudy, Director of Agricultural Education, Texas Education Agency

"Academic Curriculum Contest Report," Thomas Kemp, Agriculture Instructor, Tarrant County Junior College–Northwest Campus

Saturday, 8:30–9:30 a.m.—Mesquite Room

"The Future of the Horse Industry in Texas," Jim Eller, President and Chief Operating Officer of Granada Equine Services, Inc.

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: IRVING D. PANZER, Houston Community College

Friday, 9:30–10:45 a.m.—Ebony Room

"The TEV Story (How Thermostatic Expansion Valves Work)," J. Frank Albright, Sales Engineer, Sporlan Valve Company

Saturday, 9:45–10:45 a.m.—Ebony Room

"Compressors: Application and Components," Douglas F. Patterson, Southwest Regional Sales Engineer, Tecumseh Products Co., Dallas

ART

Chairperson: BRUCE F. TURNER, Alvin Community College

Friday, 9:30 a.m.–1:00 p.m.

Tour of Houston Museum of Fine Arts. (Slide presentation of exhibitions and collections and a tour of both the permanent collection and new sculpture garden.) Beth B. Schneider, Director, Department of Art History and Education, Houston Museum of Fine Arts. Bus transportation will depart from Dallas and Louisiana Streets at 9:30 a.m., and return at approximately 1:00 p.m.

Saturday, 9:45–10:45 a.m.—Hugo's Window Box

"True Confessions—or Why I Became A College Art Teacher." Open Discussion.

AUTOMOTIVE SERVICES

Chairperson: EDWARD E. HESTER, JR., Cedar Valley College

Friday, 11:00 a.m.–12:15 p.m.—Cedar Room

"Exotic Materials in the Automotive Industry," Milton L. Fant, Instructor/Coordinator, Auto-Tech Apprenticeship, Cedar Valley College

Saturday, 8:30–9:30 a.m.—Cedar Room

"General Emissions," Edward E. Hester, Jr., Instructor/Coordinator, Auto-Tech Apprenticeship, Cedar Valley College

BIOLOGY

Chairperson: JOHN C. RAY, Brazosport College

Friday, 9:30–10:45 a.m.—Arboretum–II

"What Do College Freshmen Need to Know About Biology?" Peter H. Raven, Dirctor, Missouri Botanical Garden, and Engelmann Professor of Botany, Washington University

Saturday, 9:45–10:45 a.m.—Arboretum–II

"High Technology: How Much Medicine Is Too Much?" Eugene V. Boisaubin, Director, Emergency Internal Medicine, Methodist Hospital, Houston, and Associate Professor of Clinical Medicine, Baylor Medical School

BUSINESS ADMINISTRATION

Chairperson: JAMES W. COX, JR., Wharton County Junior College

Friday, 11:00 a.m.–12:15 p.m.—Arboretum-IV

"Integrating the Personal Computer into Marketing Courses," Charles M. Futrell, Chair, Department of Marketing, Texas A&M University

Saturday, 8:30–9:30 a.m.—Arboretum-IV

"The Application of Negotiation Technique to Business Instruction," James P. O'Grady, Professor of Business Administration, St. Louis Community College at Florissant Valley

CHEMISTRY

Chairperson: BETTY H. GRAEF, Alvin Community College

Friday, 9:30 a.m.–1:30 p.m.

Tour of Amoco Chemicals Corporation, Chocolate Bayou Plant. Bus transporation will depart from Dallas and Louisiana Streets at 9:30 a.m., and return at approximately 1:30 p.m. (Group will stop for lunch on return trip.)

Saturday, 8:30–9:30 a.m.—Live Oak Room

"General Chemistry: Basic Training in Problem Solving," Steven Zumdahl, Director of General Chemistry Program, School of Chemical Sciences, University of Illinois at Urbana-Champaign

COMPENSATORY/DEVELOPMENTAL EDUCATION

Co-Chairpersons: JAMES W. SMITH, Trinity Valley Community College, and CHARLES N. JOHNSON, Tyler Junior College

Friday, 9:30–10:45 a.m—Redbud Room

"Developmental Education in Texas: A Status Report," Belle S. Wheelan, Director of Developmental Education, San Antonio College, and President, Texas Association of Developmental Educators

Saturday, 9:45–10:45 a.m.—Redbud Room

"Developing a New Advanced College Reading Course," Robert A. Renk, Trinity Valley Community College

COSMETOLOGY

Chairperson: BARBARA McKINNEY, Trinity Valley Community College

Friday, 9:30–10:45 a.m.—Willow Room

"Working Together to Improve State Exams and Professional Cosmetologists," JoAnne Reeves, Executive Dirctor, Texas Cosmetology Commission, and TCC Staff Members

Saturday, 9:45–10:45 a.m.—Willow Room

"New Trend Release and Your Professional Growth," T. Ross Head, Chairperson, Lone Star Styles Committee, Houston

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: DEBORAH L. FLOYD, Collin County Community College

Friday, 11:00 a.m.–12:15 p.m.—Sandalwood Room

"Life Planning Center: A Fresh Approach to Counseling and Advising," Deborah L. Floyd, Vice President for Student Development; Stephanie R. Meinhardt and Cindy Hammit, Student Development Advisors; and Jocelyn Chadwick-Joshua, English Instructor, Collin County Community College

Saturday, 8:30–9:30 a.m.—Sandalwood Room

"Presidents Speak: The Future of Counseling and Student Development in Texas," John H. Anthony, President, Collin County Community College; Jim M. Williams, President, Grayson County College; and Luther "Bud" Joyner, President, Cooke County College

CRIMINAL JUSTICE

Chairperson: LEE EDWARD BRADSHAW, Amarillo College

Friday, 9:30–10:45 a.m.—Cedar Room

"Texas Department of Corrections: Court Decisions Affecting Operation and Future of Institutions," Kirk Brown, General Counsel, Legal Division, Texas Department of Corrections, Huntsville

Saturday, 9:45–10:45 a.m.—Cedar Room

"Texas Crime Victims Compensation Act," Wayne Johnson, Assistant Attorney General, Chief of Crime Victim Compensation Division

DATA PROCESSING

Chairperson: PATRICIA ANN GREEN, Temple Junior College

Friday, 9:30–10:45 a.m.—Dogwood Room-B

"Trends, Issues, and Myths in Computer Education," Larry E. Long, President, Long and Associates

Saturday, 9:45–10:45 a.m—Dogwood Room-B

"Preparing for Entering the Job Market in Data Processing Today," Blake Lewis, District Manager, Gulf Coast District, Source EDP

DEVELOPMENTAL READING

Chairperson: JANITH V. STEPHENSON, College of the Mainland

Friday, 11:00 a.m.–12:15 p.m.—Redbud Room

"Modeling Metacognitive Reading Strategies," Brenda D. Smith, Associate Professor of Developmental Studies and Reading Coordinator, Georgia State University

Saturday, 8:30–9:30 a.m.—Redbud Room

Increasing Accountability for Teaching and Testing in Reading," Janet Hinds, Reading Coordinator, Amarillo College

ECONOMICS

Co-Chairpersons: ROBERT B. WAGNER and RAMON C. SCHREFFLER, Houston Community College
Friday, 9:30–10:45 a.m.—Live Oak Room
"United States Energy Policy at the Crossroads: World Energy Outlook to the Year 2000," John W. Sauer, General Manager for Strategic Planning, Conoco, Inc.
Saturday, 9:45–10:45 a.m.—Live Oak Room
"Branch Banking and Interstate Banking," Fred J. Redeker, Executive Vice President, Houston Clearing House Association

ELECTRONICS

Chairperson: LEW GARRETT, Alvin Community College
Friday, 12:00 Noon–1:30 p.m.—Cottonwood Room–A
Luncheon Meeting. "Fiber Optics," Jane L. Grady, Project Engineer, National Aernautics and Space Administration
Friday, 7:30–9:00 p.m.—Mesquite Room
Dinner Meeting. "Innovations in Electronics Instruction," Electronics Vendors and Publisher Representatives
Saturday, 7:30–9:00 a.m.—Ducks & Co.
Breakfast Meeting. "Digital Scopes: New Innovations," Dwight Anderson, Systems Engineer, Hewlett Packard

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY

Chairperson: HERBERT WILLIAM LINNSTAEDTER, Houston Community College
Friday, 11:00 a.m.–12:15 p.m.—Live Oak Room
- Panel Discussion, "Concepts—Advances—Dynamics," Elizabeth Bollinger, Associate Professor, College of Architecture, University of Houston, Moderator; Cedric Curtis, Registered Architect; Burt Cason, Instructor of Commercial Art, Houston Community College

Saturday, 8:30 –10:30 a.m.
Tour of facilities of Thornhill Craver Division, Joy Manufacturing Company. "CAD/CAM—From Concept to Completion," Hans M. Karani, CAD/CAM System Administrator, Thornhill Craver. Bus transportation will depart from Dallas and Louisiana Streets at 8:30 a.m., and return at approximately 10:30 a.m.

ENGLISH

Chairperson: MARK KELSO, Richland College
Friday, 9:30–10:45 a.m.—Sandalwood Room
Guest Speaker: James H. Pickering, Dean, College of Humanities and Fine Arts, University of Houston
Saturday, 9:45–10:45 a.m.—Sandalwood Room
"What You Know and Where To Go: Unlocking The Power of Questioning and Collaborative Learning," John W. Barrett, Instructor of English, Richland College

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: AL USTINOFF, Houston Community College
Friday, 11:00 a.m.–12:15 p.m—Holly Room
"Overview of ESL Programs at the Junior College Level," Frances Houle, Houston Community College
"Identifying and Dealing with Plagiarism," Mark A. Picus, Houston Community College
Saturday, 8:30–9:30 a.m.—Holly Room
"The Test of English as a Foreign Language (TOEFL): What It Is and What It Means to Foreign Students," Patrick D. Cox, ESL Instructor, Houston Community College
"Teaching Reading of Technical Manuals to ESL Students: A Task-Based Approach," David A. Ross, ESL Instructor, Houston Community College

FOREIGN LANGUAGE

Chairperson: MARTHA V. BAKER, St. Philip's College
Friday, 9:30–10:45 a.m.—Holly Room
"Teaching Students to Write: Doing the Impossible," Rolande LeGuillon, Chairperson, Department of Modern Languages, The University of St. Thomas
Saturday, 9:45–10:45 a.m.—Holly Room
"Teaching and Testing for Proficiency," Joan Helen Manley, Associate Professor of French, The University of Texas at El Paso, Member of the Executive Council of the American Council on the Teaching of Foreign Languages

GEOLOGY AND GEOGRAPHY

Chairperson: THOMAS M. HOBBS, North Harris County College–South Campus
Friday, 9:30–10:45 a.m.—Ponderosa Room
"New Teaching Techniques Utilizing Feedback from 'Hidden Data' Printing," Kenneth Hamblin, Professor of Geology, Brigham Young University
Saturday, 9:45–10:45 a.m.—Ponderosa Room
"Computer Applications in Geology Classrooms: Effective Educational Tools," Stephen A. Wippel, Manager, Applied Resources Group, GEOSIM, Inc.
Saturday, 12:15–4:00 p.m.
"Field Trip to the Moon: NASA Space Center," sponsored by the Geology Department of North Harris County College. John Dietrich, Associate Curator for Lunar Samples, will guide through the Lunar Analysis Lab. Time permitting, there will be a tour of the Mission Control Center. Limited to 25 participants. Transportation will leave from the main lobby entrance of the Hyatt Regency at 12:15 p.m. Upon returning, guests will be offered transportation to Houston Intercontinental Airport where they may board their flights by 5:00 p.m.

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GOVERNMENT

Chairperson: SCOTT A. NELSON, North Harris County College–East Campus

Friday, 11:00 a.m.–12:15 p.m.—Arboretum–V

"The Politics of the Federal Courts," Woodrow Seals, Senior United States District Judge, Southern District of Texas

Saturday, 8:30–9:30 a.m—Arboretum–V

"Women in Politics: The 1980s," Nikki Van Hightower, Harris County Treasurer

HEALTH OCCUPATIONS

Chairperson: EVELYN FRANK BURNS, Houston Community College

Friday, 11:00 a.m.–12:15 p.m.—Dogwood Room–B

"Communication Effectiveness in the Health Occupations," Jackie Stone, Faculty Developer, Houston Community College

Saturday, 8:30–9:30 a.m.—Dogwood Room–B

"Writing for Learning in Health Career Programs," Cheryl B. Peters, Instructor of English and Coordinator of Writing Across the Curriculum, Houston Community College

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chairperson: BARBARA ANN SNEARY, San Jacinto College–South Campus

Friday, 11:00 a.m.–12:15 p.m.—Pecan Room

Guest Speaker: Steve Glenn, City Director, Drug Abuse Program of America, Houston

Saturday, 8:30–9:30 a.m.—Pecan Room

"Individual Approach to a Fitness Program," Dennis Pullin, Exercise Physiologist, Health and Fitness Department, Tenneco, Inc.

HISTORY

Chairperson: MICHAEL A. WHITE, McLennan Community College

Friday, 9:30–10:45 a.m.—Arboretum–V

"Reassessing the Vietnam War," Alan Brinkley, Professor of History, Harvard University

"A Report on Travel to South Africa," Mitchell Grossman, Professor Government *Emeritus*, San Antonio College

Saturday, 9:45–10:45 a.m.—Arboretum–V

"Reflections on World War I," David M. Kennedy, Professor of History, Stanford University

"Reflections on World War II," Robert A. Divine, George W. Littlefield Professor in American History, The University of Texas at Austin

JOURNALISM AND PUBLIC INFORMATION

Chairperson: TOMMIE J. CALDCLEUGH, North Harris County College District

Friday, 11:00 a.m.–12:15 p.m.—Ebony Room

"Gulf Coast Cooperation" (The work of the consortium formed by nine Texas Gulf Coast colleges in the areas of marketing, advertising and public relations), Steve Lestarjette, Director of Communications, San Jacinto Junior College District

Saturday, 8:30–9:30 a.m.—Ebony Room

"Chaos and Kudos: Student Publications," John Balione, Journalism Instructor, North Harris County College

LEARNING RESOURCES

Chairperson: ENRIQUE K. CHAMBERLAIN, North Lake College

Program Chairperson: THEODORE E. DRAKE, Tarrant County Junior College–South Campus

Friday, 11:00 a.m.–12:15 p.m.—Arboretum–II

"Lessons Learned on the Way to On-Line: The Dallas Community College Experience," Paul E. Dumont, Director of Technical Services, and David Bartley, Manager of LRC Support Services, Dallas County Community College District

Saturday, 8:30–9:30 a.m.—Arboretum–II

"Combining Student and Instructional Support Services—The Amarillo College Model: A Harbinger of Future Organization," Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support; George E. Huffman, Director of Lynn Library/Learning Center; J. Michael Bunch, Computer Assisted Instruction Coordinator, Amarillo College

MATHEMATICS

Chairperson: SHELBA JEAN MORMAN, North Lake College

Friday, 9:30–10:45 a.m.—Cottonwood Room–A

"Nontraditional Solutions to Calculus Problems," Carol A. Edwards, Professor of Mathematics, St. Louis Community College, St. Louis, Missouri

Saturday, 9:45–10:45 a.m.—Cottonwood Room–A

"Student Mathematical Success: A Planned Approach," Jim Van Dyke, Executive Dean and Mathematics Instructor, Rock Creek Campus, Portland Community College, Portland, Oregon

MUSIC

Chairperson: LELAND LUNDGREN, Hill College

Friday, 11:00 a.m.–12:15 p.m.—Raintree Room

"The Dynamics of Choral Singing and Conducting: A Re-evaluation" (Demonstration with singers), Charles Houseman, Director of Choral Activities, University of Houston, and Director, Houston Symphony Chorus

Saturday, 8:30–9:30 a.m.—Raintree Room

"The Dynamics of Choral Singing and Conducting: A Re-Evaluation" (Demonstration with singers), Charles Houseman, Dirctor of Choral Activities, University of Houston, and Director, Houston Symphony Chorus

ORGANIZATION OF JUNIOR/COMMUNITY COLLEGE ADMINISTRATIVE OFFICERS

President: ROBERT AGUERO, Southwest Texas Junior College

Friday, 9:30–10:45 a.m.—Mesquite Room

"Job Training and Education: What's Hot and What's Not," Kim Soltero, Career Transitions, Inc., Houston

Saturday, 9:45–10:45 a.m.—Mesquite Room

"Take Stock in Your College: A Discussion of Alternate Funding Sources," Johnette McKown, Director of Business Operations, Paris Junior College

PHILOSOPHY

Chairperson: BERNARD J. MAHONEY, Houston Community College

Friday, 11:00 a.m.–12:15 p.m.—Arboretum–III

"Is One Idea as Good as Another?" (Views on Scientific and Religious Skepticism), Anthony Palasota, Jr., and David V. Mason, Adjunct Instructors, Houston Community College and North Harris County College

Saturday, 8:30–9:30 a.m.—Arboretum–III

"Critical Thinking: A Report on Some Current Ideas," Bernard J. Mahoney, Instructor of Philosophy and Literature, Houston Community College

PHYSICS AND ENGINEERING

Chairperson: WILLIAM W. LEACH, North Harris County College–East Campus

Friday, 9:30 a.m.–1:00 p.m.

Tour of the Texas Accelerator Center. (Research includes the design of superferric magnets for the Superconducting Super Collider, anti-proton linear accelerators and laser-plasma accelerators.) Presentation by F. Russell Huson, Director, Texas Accelerator Center, and Professor of Physics, Texas A&M University. Bus transportation will depart from Dallas and Louisiana Streets at 9:30 a.m., and return at approximately 1:00 p.m.

Saturday, 9:45–10:45 a.m.—Imperial Ballroom–West

Progressive demonstrations using lasers and electron beams. Used to increase student enthusiasm towards physics and chemistry. Presentation by William Wilson Leach, Physics and Chemistry Instructor, North Harris County College–East Campus

PSYCHOLOGY

Chairperson: G. E. CARRIER, Alvin Community College

Friday, 9:30–11:30 a.m.—Regency Room

"Loving Is Not An Accident (You Can Make It Happen If You Know What It Is)," Edward Reitman, Clinical Psychologist, Host of the "Dr. Ed" Show

"Applied Critical Thinking in the Classroom: The Case of Emotion," Carol Tavris, Visiting Professor of Psychology, University of California at Los Angeles

Saturday, 9:45–10:45 a.m.—Regency Room

"Activities and Demonstrations in Teaching Introductory Psychology," Ludy T. Benjamin, Jr., Professor of Psychology and Director of Undergraduate Studies, Texas A&M University

REAL ESTATE

Chairperson: PAUL METZGER, JR., Houston Community College

Friday, 11:00 a.m.–12:15 p.m.—Arboretum–I

"The Use of Computers in Real Estate Investment," Nat Shapiro, Investor

Saturday, 8:30–9:30 a.m.—Arboretum–I

"Real Estate Legal Update and Tax Reform," Charles J. Jacobus, Attorney-at-Law, Houston

REGISTRARS

Chairperson: ROBERT A. JOHNSTON, College of the Mainland

Friday, 9:30–10:45 a.m.—Raintree Room

"The Five P's of Marketing," Diane Stormer Johnson, Dean of Enrollment Management, and Vivian B. Blevins, President, Lee College

Saturday, 9:45–10:45 a.m.—Raintree Room

"Changing Role of Registrar from Regulator to Facilitator," Patricia C. Davis, Executive Dean and Registrar, Houston Community College; and Luciano Salinas, Director of Admissions and Registrar, North Harris County College–East Campus

SECRETARIAL SCIENCE

Chairperson: CHERYL A. VICKERS, Brazosport College

Friday, 9:15 a.m.–1:45 p.m.

Tours of the INNOVA Office Exhibit and Baker & Botts Law Offices. Bus transporation will depart from Dallas and Louisiana Streets at 9:15 a.m., and return at approximately 1:45 p.m.

Saturday, 9:45–10:45 a.m.—Cottonwood Room–B
"Integrating Office Automation Concepts into Keyboard/Typewriting Courses," Bill Mitchell, Professor of Business Education and Administrative Management, University of Wisconsin–Eau Claire

SOCIOLOGY

Chairperson: BILLIE J. HOSKINS, Galveston College
Friday, 11:00 a.m.–12:15 p.m.—Willow Room
"How Do We Take A Joke? A Sociological Analysis of Humor," John J. Macionis, Associate Professor of Sociology, Kenyon College, Gambier, Ohio
Saturday, 8:30–9:30 a.m.—Willow Room
Demonstration of Sociology Computer Software, John J. Macionis, Associate Professor of Sociology, Kenyon College, Gambier, Ohio

SPEECH AND DRAMA

Chairperson: C. JAY BURTON, Alvin Community College
Friday, 11:00 a.m.–12:15 p.m.—Cottonwood Room–B
"Earned Income: Making Your Theatre Pay," Helen Littleton-Cruz, Business Manager, Chocolate Bayou Theatre, Houston
Saturday, 8:30–9:30 a.m.—Cottonwood Room–B
"Relieving Stage Fright in Speaking Situations," Kathleen D. Longshore, RN, Licensed Professional Counselor, Master Programmer, Neuro-Linguistic Programming

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)

Program Chairperson: BONNIE L. LONGNION, North Harris County College–East Campus
Friday, 11:00 a.m.–12:15 p.m.—Dogwood Room–A
"Overview and Update of Rules and Guidelines Affecting Adult Vocational Courses," Claudia Moore, Program Director, Coordinating Board, Texas College and University System
Saturday, 8:30–9:30 a.m.—Dogwood Room–A
"The Business and Industry Center: One Stop Approach," Diane Troyer, Dean of Continuing Education, El Paso Community College

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

President: W. P. "Rip" DRUMGOOLE, Trinity Valley Community College
Friday, 9:30–10:45 a.m.—Cottonwood Room–B
"Drug Testing for Students and Student Athletes: Should You Have Written a Policy By Now?" Richard Rafes, General Counsel, North Texas State University and Texas College of Osteopathic Medicine
Saturday, 9:45–10:45 a.m.—Cypress Room
"Role of the Student Development Consultant in a Southern Association of Colleges and Schools Visit," Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support, Amarillo College

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: GLEN I. BOUNDS, Dallas County Community College District
President-Elect: CHARLES B. FLORIO, Kilgore College
Friday, 8:45 a.m.–12:15 p.m.—Magnolia Room
"The Effectiveness of Remedial Education in Texas Community Colleges," Elizabeth Fisk Skinner, Assistant Professor of Education and Research Associate, Arizona State University
"Texas Assessment Program Recommendations for Basic Skills and Baccalaureate Exit," Joan Matthews, Program Director, Coordinating Board, Texas College and University System
Saturday, 8:30–10:00 a.m.—Magnolia Room
Report from Texas Public Community/Junior College Association
TAJCCIA Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: NEAL M. McBRYDE, Bee County College
Friday, 9:30–10:45 a.m.—Arboretum–III
"Federal Funds Allocation Process," Maria Elena Flood, Member, State Board of Education, and Chairperson, SBOE Finance and Programs Committee
"Select Committee Report—Implications for Post-Secondary Occupational Education," Norman Hackerman, Member, Select Committee on Higher Education, and Chairperson, SCOHE Research Task Force
Saturday, 9:45–10:45 a.m.—Arboretum–III
Panel Discussion: "Implementing the New Criteria of the Southern Association of Colleges and Schools" Moderator: Beryl R. McKinnerney, Dean of Occupational Education, Kilgore College; Panelists: Ronald DeSpain, President, Texas State Technical Institute–Amarillo; Elizabeth H. Henry, Director of College Development, Collin County Community College; James K. Archer, Dean of Academic Studies, Northeast Texas Community College; Homer M. Hayes, III, Director of Occupational Education and Technology and Continuing Education, Palo Alto College

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCCDEA)

President: PATRICIA S. STILLWELL, Del Mar College

Friday, 9:30–10:45 a.m.—Dogwood Room-A

"A Training Model and Funding Resources for NAEYC's National Academy of Early Childhood Programs," Pat Kennedy, Eastfield College; Debbie Latimer, Corporate Child Development Funds for Texas

Saturday, 9:45–10:45 a.m.—Dogwood Room-A

"CDA Training for Family Day Home Providers," Gayla G. Roberts, Trinity Valley Community College; Linda Ard, Del Mar College; Norma L. Ziegler, San Antonio College

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

President: PAUL G. TITTLE, Odessa College

Friday, 9:30–10:45 a.m.—Arboretum-IV

"Future Trends in Industrial Training," Judy Campbell, Senior Consultant, Action Systems, Inc., Dallas

Saturday, 9:45–10:45 a.m.—Arboretum-IV

TJCMEA General Business Meeting

VOCATIONAL-TECHNICAL EDUCATION

Chairperson: LARRY A. GRABLE, Brazosport College

Friday, 9:30–10:45 a.m—Pecan Room

Discussion of Possible Changes in Voc-Tech and State Master Plan, Mike Roark, Program Director, Science, Industrial and Engineering Technology, Coordinating Board, Texas College and University System

Saturday, 9:45–10:45 a.m.—Pecan Room

"Changes in Industrial and Commercial Education Needs and How to Meet Them," Shirley Strate Busbice, Director of Education, Associated Builders & Contractors of Texas Gulf Coast, Inc.

WELDING

Chairperson: JOHN M. THAMAN, College of the Mainland

Friday, 9:30 a.m.–1:30 p.m.

Field trip to NASA Johnson Space Center. Visit to the Technical Services Division which includes welding/machine shop, steel metal shop, and other related areas. Bus transportation will depart from Dallas and Louisiana Streets at 9:30 a.m., and return at approximately 1:30 p.m.

Saturday, 9:45-10:45 a.m.—Ducks & Co.

"Effects of Thermal Expansion and Contraction As It Relates to Welding Distortion," D. W. Morgan, Professor of Engineering Technology, Texas A&M University

REMEDIAL EDUCATION IS PROGRAM TOPIC

Elizabeth Fisk Skinner

"The Effectiveness of Remedial Education in Texas Community Colleges" is one of the topics for discussion at the meeting of the Texas Association of Junior and Community College Instructional Administrators on Friday, Feb. 20. Featured speaker will be Elizabeth Fisk Skinner, assistant professor of education and research associate at Arizona State University.

The second speaker for the session will be Joan Matthews, program director with the Coordinating Board, Texas College and University System, who will discuss "Texas Assessment Program Recommendations for Basic Skills and Baccalaureate Exit."

Saturday's TAJCCIA meeting will feature a report from a representative of the Texas Public Community/Junior College Association. Special attention will be given to an update of legislation pending in the state legislature.

The association will also hold a brief business session following the TPC/JCA presentation.

TAJCCIA president is Glen I. Bounds, Dallas County Community College District. President-elect (and program chairperson for the convention meetings) is Charles B. Florio, Kilgore College.

OCCUPATIONAL ADMINISTRATORS PLAN MEETINGS

Maria Elena Flood

Norman Hackerman

Ronald DeSpain

Elizabeth H. Henry

James K. Archer

The Texas Association of Post-Secondary Occupational Education Administrators will meet twice during the TJCTA convention in Houston.

The group will meet Friday, Feb. 20, at 9:30 a.m. Maria Elena Flood, a member of the State Board of Education and chairperson of the SBOE's finance and programs committee, will discuss the process for allocation of federal funds for occupational programs.

Also in Friday's session, Norman Hackerman will discuss implications for post-secondary occupational education in the report of the Select Committee on Higher Education. Hackerman is a member of the select committee and chaired the panel's research task force. The committee has completed work on the draft of its report to the Texas Legislature, and Hackerman will outline items in the report which bear special relevance for vocational-technical-occupational education.

The meeting Saturday will feature a panel discussion on "Implementation of the New Criteria of the Southern Association of Colleges and Schools.

Moderator for the panel will be Beryl R. McKinnerney, dean of occupational education, Kilgore College. Panel members will be representatives of institutions which have recently undergone an evaluation by the criteria of the Southern Association in the process of reaccreditation or admission to candidacy status.

Panelists will be Ronald DeSpain, president of Texas State Technical Institute–Amarillo; Elizabeth H. Henry, director of college development, Collin County Community College; James K. Archer, dean of academic studies, Northeast Texas Community College; and Homer M. Hayes, III, director of occupational education and technology and continuing education, Palo Alto College of the Alamo Community College District.

President of the Texas Association of Post-secondary Occupational Education Administrators is Neal M. McBryde, Bee County College.

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BOTANIST TO SPEAK TO BIOLOGY SECTION

"What Do College Freshmen Need to Know about Biology?" is the topic for discussion at the TJCTA biology section meeting Friday, Feb. 20. Featured speaker will be Peter H. Raven, Englemann Professor of Botany at Washington University (St. Louis) and director of the Missouri Botanical Garden.

Peter H. Raven

Raven will reflect on his experiences and observations as a teacher and author of freshman-level biology texts and will discuss the important concepts which should be included in the freshman biology course.

A native of California, Raven completed his undergraduate studies at the University of California–Berkeley and holds the Ph.D. from the University of California at Los Angeles. Prior to joining the Washington University faculty in 1971, he taught biological sciences at Stanford University. He is senior author of the freshman botany textbook, *Biology of Plants* (Worth Publishers, Inc.), now in its fourth edition.

At the Saturday section meeting, Eugene V. Boisaubin, director of emergency internal medicine at Methodist Hospital in Houston, will speak on "High Technology: How Much Medicine Is Too Much?" Boisaubin also serves as associate professor of clinical medicine at Baylor Medical School.

Biology section chairperson this year is John C. Ray, Brazosport College.

PROFESSORS TO ADDRESS BUSINESS ADMINISTRATION SECTION MEETINGS

TJCTA members attending meetings of the business administration section will have the opportunity to hear two professors discuss relevant issues.

At the Friday section meeting, Charles M. Futrell, chairperson of the Department of Marketing at Texas A&M University, will speak on "Integrating the Personal Computer into Marketing Courses."

James P. O'Grady

Speaker for the Saturday session will be James P. O'Grady, professor of business administration at St. Louis Community College at Florissant Valley. His topic will be "The Application of Negotiation Techniques to Business Instruction." O'Grady teaches personnel and labor relations courses at the community college and as an adjunct faculty member at the University of Missouri–St. Louis. He is also active as a labor arbitrator. He is the author of two textbooks, *Elements of Business* and *Today's Business*, both published by Houghton Mifflin Company. A third book, *Personnel and Industrial Relations*, is in preparation.

Chairperson of the business administration section for this year's convention is James W. Cox, Jr., Wharton County Junior College. The group's meetings are scheduled for 11:00 a.m., Friday, and 8:30 a.m., Saturday.

PROGRAMS FOR COUNSELING SECTION ANNOUNCED

Deborah L. Floyd

John H. Anthony

Three Texas community college presidents will engage in a discussion during a meeting of the TJCTA counseling and student personnel services section at the convention in Houston. Topic for the session will be "The Future of Counseling and Student Development in Texas." The panel is scheduled for the Saturday section meeting. Leading the discussion will be John H. Anthony, president of Collin County Community College. Reactors will be Jim M. Williams and Luther "Bud" Joyner, presidents of Grayson County College and Cooke County College, respectively.

The Friday section meeting will feature a presentation on implementation of a life planning center as a "fresh approach to counseling." Panel participants will be Deborah L. Floyd, vice president for student development; Stephanie Meinhardt and Cindy Hammit, student development advisors; and Jocelyn Chadwick-Joshua, English instructor—all from Collin County Community College.

Arrangements for the section programs were developed by Dr. Floyd at TJCTA request, when both the chairperson and vice chairperson selected last year were unable to serve.

HARRIS COUNTY TREASURER TO SPEAK AT GOVERNMENT SECTION

"Women in Politics: The 1980s" is the topic for discussion at the meeting of the TJCTA government section Saturday, Feb. 21. Featured speaker will be Nikki Van Hightower, county treasurer for Harris County. She holds the Ph.D. from New York State University and is a longtime women's advocate.

Nikki Van Hightower

At Friday's government section meeting, Senior U. S. District Judge Woodrow Seals will speak on "The Politics of the Federal Courts." The veteran jurist will share observations based on his many years in the federal judiciary.

The Friday meeting of the government section is set for 11:00 a.m., and the Saturday meeting will begin at 8:30 a.m. Both sessions will be held in the Arboretum–V of the convention hotel, the Hyatt Regency in downtown Houston.

Chairperson for the government section this year is Scott Nelson, government instructor at the East Campus of North Harris County College.

SEMINAR ON RETIREMENT ADDED TO AGENDA

In response to numerous requests from members for a session on retirement alternatives, the TJCTA Membership Services Committee has planned such a meeting during the annual convention in Houston. Billed as a "retirement seminar" for retired and soon-to-be-retired members, the session is scheduled for 4:30 p.m., Friday, Feb. 20, in the Live Oak Room of the Hyatt Regency hotel.

Robert Norris, representing the Social Security Administration, will discuss "Social Security and the Retired." Joanne Holshouser, coordinator of member relations for the Teacher Retirement System of Texas, will explain retirement options available to TRS members. Mitchell Grossman, San Antonio College, will share information regarding the elder hostel travel program.

Grossman, who retired last month as a full-time government instructor at San Antonio College, and who is a member of the Membership Services Committee, finalized plans for the convention session. He invites all interested members to attend.

CHEMISTRY SECTION TO TOUR PLANT

A tour of the Chocolate Bayou plant of Amoco Chemicals Corporation is planned for TJCTA members attending the chemistry section during the convention in Houston. Bus transportation will leave from Dallas and Louisiana Streets (just outside the Louisiana Street entrance to the Hyatt Regency lobby) at 9:30 a.m., Friday, Feb. 20. Following the tour at the Amoco plant, participants will stop for a "dutch treat" lunch at a convenient fast food outlet en route back to the hotel. Plans call for the bus to return to the Hyatt Regency by 1:30 p.m.

Steven Zumdahl

Saturday's chemistry section meeting will feature a presentation by Steven Zumdahl, professor of chemistry at the University of Illinois at Urbana–Champaign. He will discuss "General Chemistry: Basic Training in Problem Solving." Zumdahl serves as director of the general chemistry program at the university. He previously taught chemistry at the University of Colorado–Boulder. Zumdahl holds the BS degree from Wheaton College and the Ph.D. from the University of Illinois.

Zumdahl has won numerous awards for teaching excellence, including the award for distinguished teaching, given by the University of Illinois College of Liberal Arts and Sciences in 1985. He is the author of numerous publications, including textbooks. His most recent text, *Chemistry*, was published by D. C. Heath and Co., in 1986.

Arrangements for the chemistry section activities were made by Betty H. Graef, Alvin Community College, who serves this year as section chairperson.

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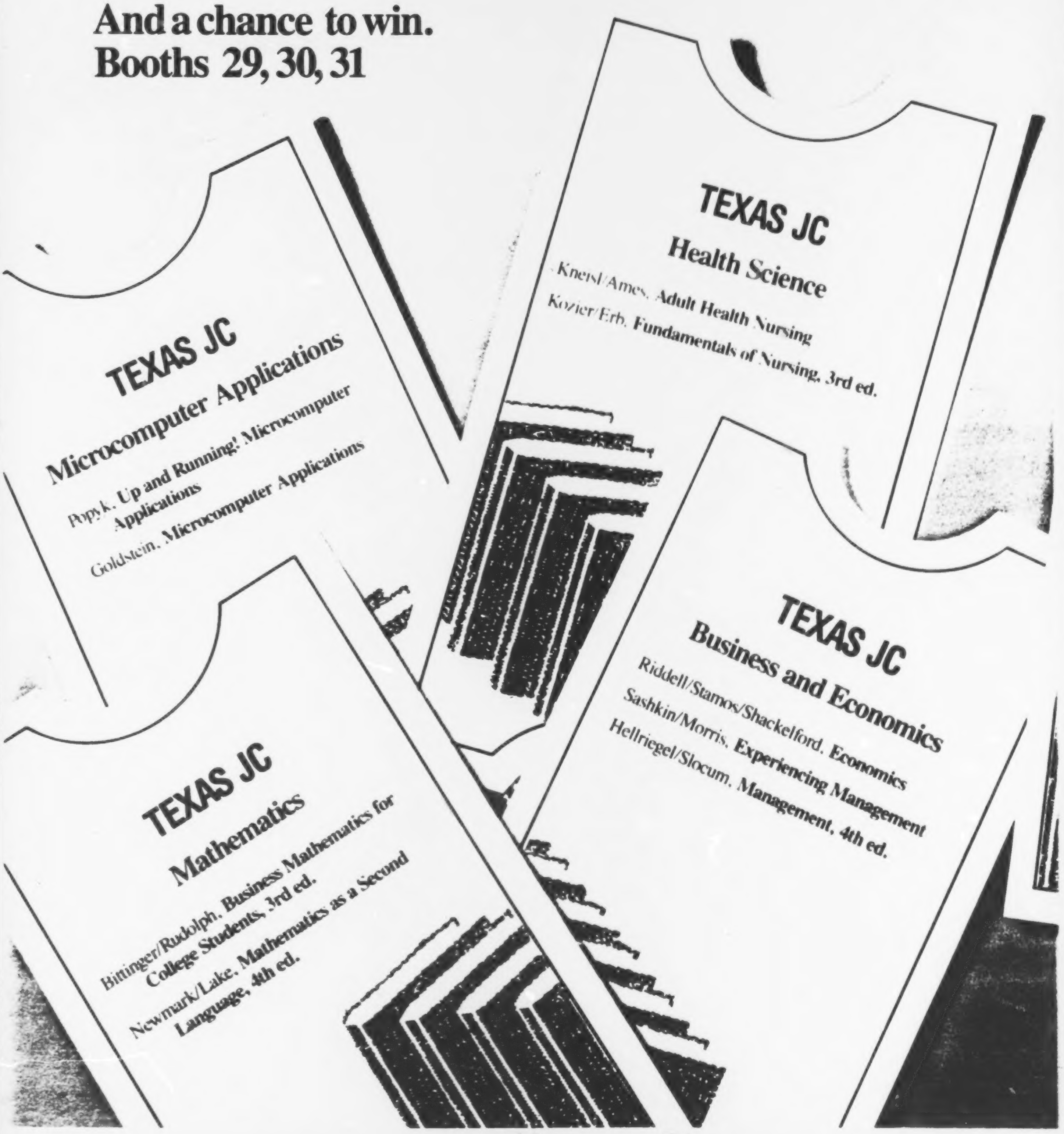

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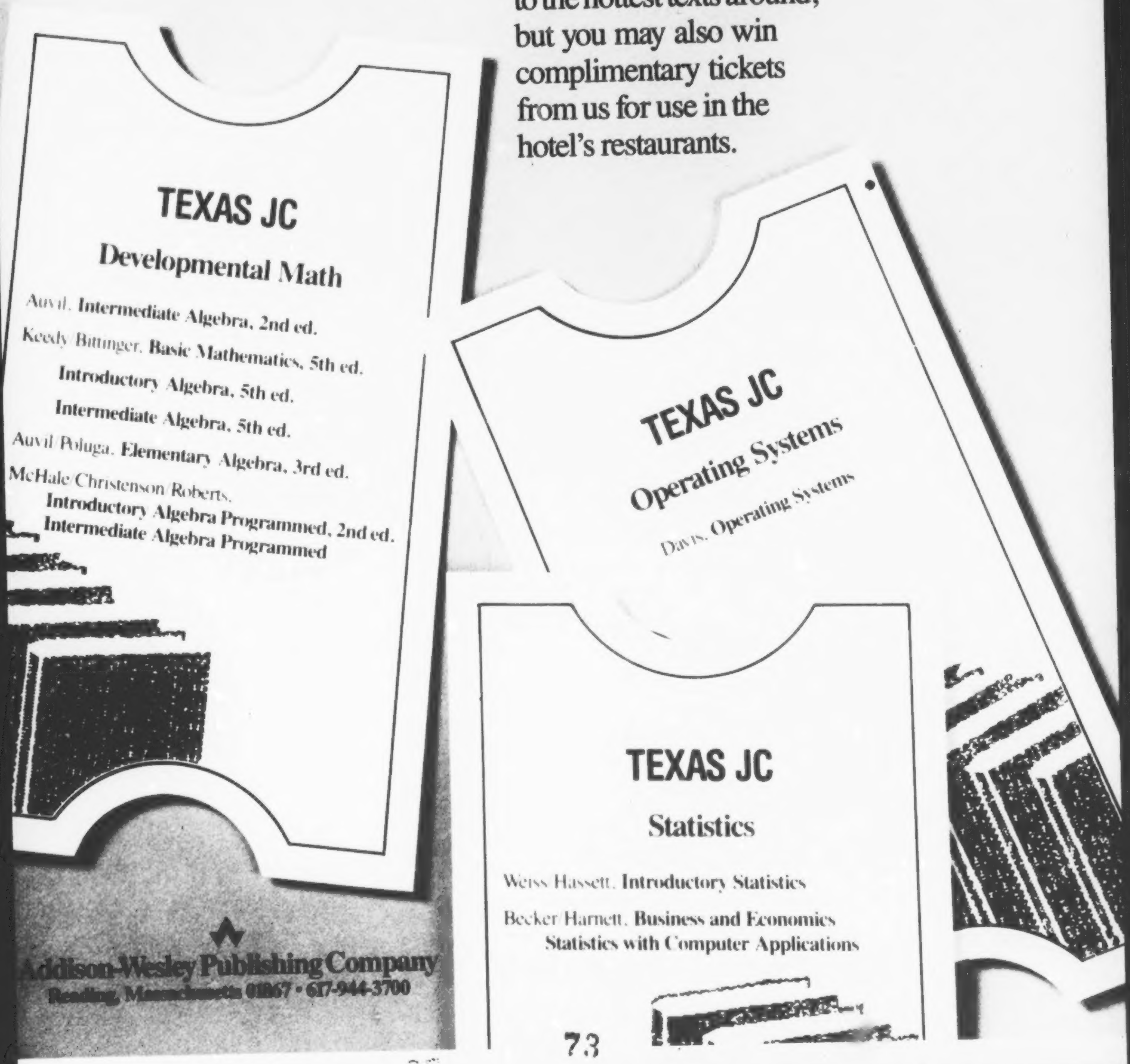

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TOUR PLANNED FOR DRAFTING SECTION

A tour featuring a demonstration of CAD/CAM technology is in store for TJCTA members attending the meeting of the engineering graphics and drafting technology section during the convention. Bus transportation will leave from Dallas and Louisiana Streets (just outside the Louisiana Street entrance to the Hyatt Regency lobby) at 8:30 a.m., Saturday, Feb. 21. Destination will be the Thornhill Craver division of Joy Manufacturing Company.

Hans M. Karani, senior project engineer for Thornhill Craver, and CAD/CAM system administrator, will guide participants on a tour of the facilities. The bus is scheduled to return to the hotel by 10:45 a.m.

Elizabeth Bollinger

Friday's section meeting will feature a panel discussion on "Concepts, Advances, and Dynamics." Panel moderator will be Elizabeth Bollinger, associate professor in the College of Architecture of the University of Houston. She initiated the computer aided design program there in 1982. Ms. Bollinger currently serves as national president of the Association of Computer Aided Design and Drafting.

Other panel members will be Cedric Curtis, a registered architect, and Burt Cason, instructor of commercial art at Houston Community College.

Chairperson of the engineering graphics and drafting technology section this year is Herb Linnstaedter, Houston Community College.

COSMETOLOGY SECTION ANNOUNCES PROGRAMS

Jo Anne Reeves, executive director of the Texas Cosmetology Commission, will be the principal speaker at the TJCTA cosemetology section meeting Friday, Feb. 20. She and other members of the TCC professional staff will discuss various problems in community college cosmetology programs. Specific attention will be given to collaborative efforts to improve performance on state examinations.

T. Ross Head

During Saturday's cosmetology section meeting, members will hear a presentation by T. Ross Head, chairperson of the Lone Star Styles Committee of the Texas Cosmetology Commission. Head's topic is "New Trend Release and Your Professional Growth." He has been involved in TCC activities since moving to Texas from Indiana in 1979.

Chairperson of the cosmetology section this year is Barbara McKinney, Trinity Valley Community College–Anderson Campus. The section meetings are scheduled for 9:30 a.m., Friday, and 9:45 a.m., Saturday. Both sessions will be in the Hyatt Regency's Willow Room.

READING SECTION TO HEAR PROFESSOR

"Modeling Metacognitive Reading Strategies" is the topic for the Friday meeting of the TJCTA developmental reading section during the annual convention in Houston.

Brenda D. Smith

Featured speaker will be Brenda D. Smith, associate professor of developmental reading and reading coordinator at Georgia State University. She founded the Metro-Atlanta College Developmental Reading Association in 1976. In 1982, she was recognized as the Georgia Reading Teacher of the Year by the Georgia Council of the International Reading Association and as Distinguished Georgia Educator by the Georgia State University College of Education. She is the author of numerous papers and books, including *Breaking Through, Picking Up the Pace*, and *Bridging the Gap* (Scott, Foresman and Company).

Speaker for the Saturday meeting of the developmental reading section will be Janet Hinds, coordinator of the reading program at Amarillo College. Her topic will be "Increasing Accountability for Teaching and Testing in Reading."

Section chairperson for this year's convention is Janith V. Stephenson, College of the Mainland.

FOREIGN LANGUAGE PROGRAMS ANNOUNCED

Rolande LeGuillon

Joan Helen Manley

Two university professors will speak at the meetings of the TJCTA foreign language section during this year's convention in Houston. Both speakers are well known to TJCTA members, having spoken at previous conventions.

Friday's speaker will be Rolande LeGuillon, chairperson of the foreign language department of the University of St. Thomas. Her topic will be "Teaching Students to Write: Doing the Impossible." Dr. LeGuillon joined the university faculty in 1968, and has served in numerous positions in the faculty senate, including a term as president.

Speaker for the Saturday meeting will be Joan Helen Manley, associate professor of French at The University of Texas at El Paso. Her topic will be "Teaching and Testing for Proficiency." Dr. Manley joined the UTEP faculty in 1968. She has spoken and published extensively on issues relating to foreign language instruction.

Section chairperson this year is Martha V. Baker, St. Philip's College.

GEOLOGIST TO ADDRESS SECTION MEETING

W. Kenneth Hamblin, professor of geology at Brigham Young University, will be the speaker for the TJCTA geology and geography section Friday, Feb. 20. His topic will be "New Teaching Techniques Utilizing Feedback from 'Hidden Data' Printing."

W. Kenneth Hamblin

Hamblin earned the BS and MS degrees from Brigham Young and the Ph.D. from the University of Michigan. Prior to joining the BYU faculty, he taught at the University of Kansas and the University of Georgia. He has written and spoken widely and has been involved with research in the geology of the Colorado Plateau and the tectonic geomorphology of the Grand Canyon. He is author of the geology text, *Earth's Dynamic Systems* (Macmillan Publishing Company).

Speaker at Saturday's meeting of the geology and geography section will be Stephen A. Wippel, who will discuss computer applications in teaching of geology. Using a personal computer, Wippel will demonstrate exercises and problems which can be completed by students as tutorial aids, for lab exercises, and as training exercises for vocational programs.

Chairperson for the geology and geography section this year is Thomas M. Hobbs, North Harris County College–South Campus.

PHYSICS SECTION TO TOUR LABORATORY

A tour of the Texas Accelerator Center in The Woodlands is scheduled for members attending the physics section meeting at the forthcoming TJCTA convention in Houston. Bus transportation will leave from Dallas and Louisiana Streets (near the Louisiana Street entrance to the Hyatt Regency hotel lobby) at 9:30 a.m., Friday, Feb. 20. Plans call for the bus to return to the hotel by 1:00 p.m.

The Texas Accelerator Center was established in March 1984 as a collaborative effort of Rice University, Texas A&M University, the University of Houston–University Park, and The University of Texas at Austin. The center was designed as a laboratory in accelerator physics. Major research underway at the center includes design of superferric magnets for the Superconducting Super Collider, anti-proton linear accelerators and laser-plasma accelerators.

F. Russell Huson

At the center, tour participants will be guided by F. Russell Huson, director of the center and professor of physics at Texas A&M University. Huson earned the BA degree from San Diego State College and the Ph.D. from the University of California–Berkeley. He was responsible for construction of the 15-foot bubble chamber at Fermi National Accelerator Laboratory in Batavia, Illinois. He has written extensively on elementary particle and accelerator physics.

William W. Leach, North Harris County College–East Campus, is section chairperson.

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The Role of the Faculty in College Governance

Juliet V. Garcia
President
Texas Southmost College

Editor's note: Following is the text of remarks delivered by Dr. Garcia at the seventh annual TJCTA Conference for Faculty Organization Leaders held in Austin last fall.)

It is indeed an honor to speak to the leaders of, and participants in, faculty associations in Texas community junior colleges. I have spoken to many groups, but never to one that I hold in such high regard as this one. I say that, not to try to tame my audience, because I know better.

It is with the respect that I have for every teacher that I have ever admired and worked hard to impress.

It is with the respect that I have for every teacher that has ever taken a special interest in a student, and as a result, challenged us to soar with the eagles.

It is with the respect for my colleagues in community college teaching that I have watched spend hours patiently explaining split infinitives, algebraic expressions, the life cycle of the pine cone, or how properly to administer CPR.

It is with the respect that I have for my colleagues as we explain to our children why we didn't go to law school or medical school and why college teachers don't make the kind of money their friends' parents make.

It is with the respect that I will always offer the faculty at our college, Texas Southmost, and that I expect in return.

Let me begin to talk about faculty's role in college governance by describing to you, literally, where I'm coming from.

Texas Southmost College celebrates its sixtieth birthday this year. For 60 years we have been providing the opportunity for higher education to the residents of Brownsville, Los Fresnos, Port Isabel, San Benito, and South Padre Island. As a matter of fact, TSC was the first of 55 junior colleges in the state of Texas to be accredited by the Southern Association of Colleges and Schools, back in 1930.

As most of the colleges you represent, TSC offers all basic academic freshman and sophomore levels of applied science degrees and one-year certificate of completion programs. But what of the *quality* of our programs? A study by the University of Texas showed that when compared with all other community college students transferring to the university, students from Texas Southmost College did better than the average student in two very important subjects: math and English.

The major reason for the success of our students is the quality of the faculty. Of the 148 full-time faculty at TSC, 79 percent have masters' degrees plus an average of 20 hours beyond the masters'; 14 percent have their doctorates; and the remaining 7 percent have special certification. That means that every course we offer is taught by an experienced, credentialed, career teacher. The faculty have degrees from universities in 29 states outside Texas, including Vanderbilt, Stanford, Cornell, Penn State, Purdue, and Auburn. In-state institutions represented on our faculty include Baylor, the University of Houston, Texas Woman's University, and, of course, Texas A&M and the University of Texas.

Last spring I was talking with a faculty member who had been with our college for just a short time about what she had learned in the past year. She said that she had learned that what she wanted to do for the rest of her life was teach; that the love she had for her many other career options had faded in contrast to what she felt for teaching. This teacher epitomizes the philosophy of the faculty at Texas Southmost College and helps explain the success of our product.

Texas Southmost College has some unique characteristics, as I'm sure each of your respective institutions has. First, we are located one block from the Rio Grande River and the border between the United States and Mexico. So, while we service our U. S. district of over 175,000 people, we also are accessible to foreign students from our neighboring city, Matamoros, with approximately 300,000 people. A recent commitment to TRICO serves to illustrate how this affects our offerings. TRICO is a recently relocated manufacturing industry in Brownsville and in Matamoros in the now somewhat traditional twin-plant concept. We are in the middle of an industrial start-up phase to train local U. S. residents as well as Mexican managers in machine technology. This company plans to employ 400 people in Brownsville by January and twice that many in Matamoros. So our very special location provides us with the opportunity to train for area economic development—on both sides of the border.

Texas Southmost College also has a cloud forest biological substation in the mountains of Mexico, *Rancho del Cielo*, about three hours from our main campus. Although it takes only three hours to get to the base of the mountains, it takes an additional four hours, with a four-wheel drive vehicle, to climb up the mountains to the campsite. Students, under faculty guidance, have built and maintained cabins and cisterns on the higher elevations of the ranch where you share your daylight with passing clouds and prehistoric fauna, where over 70 varieties of fern have been identified. There we teach the lab for cloud forest botany and geology and, many faculty believe, teach more about survival and respect for the ecosphere and each other than in any other location on campus. One of our graduates from this program, now with advanced degrees and on the staff of the Smithsonian Institution in Washington, has just been awarded a large research grant to study a particular kind of moth. Her aim is to become the world expert in this area.

Most recently, we competed against other educational institutions, including an area university, for a surplus historical building on South Padre Island. You can imagine what island property sells for these days, so we feel very fortunate to have succeeded in our attempt. This year we will be spending a good bit of time renovating the site and planning course offerings, and we expect by next summer to be offering courses on the island. We see this as a grand opportunity to better service our district without excessive physical plant costs.

Finally, we are in the process of obtaining approval to begin to offer telecourses. Once again, we see this as an opportunity to expand our services to the community, perhaps reach a market that we haven't reached before, and to do so with limited expenditures.

Why do I mention such things as our students' transfer success, or our biology station in the mountains of Mexico, or our work with industrial start-up training, or our acquisition of property on South Padre Island, or our plans for telecourses in an address about the role of the faculty in college governance? *Because I know that none of these are possible without the support of the faculty.*

I recall several years ago when I was academic dean and I was told to start a "weekend college" with about one and one-half months' notice. The request was not, "See if there is a need in the community that we should respond to," or "Investigate whether or not there are faculty who want to teach on Saturdays." It was just, "Do it!" I recall sitting in my office trying to figure out how to sell the idea to the faculty—a faculty that is logical, accustomed to the scientific method of investigation before drawing conclusions, and usually *calculatingly slow* to want change. So I proceeded to build a logical argument, not over several months, but in one evening. I knew that if I could make the argument, faculty would respond because of their sense of commitment to the institution and the community that we serve.

I did and they did!

Rancho del Cielo was built—essentially—by one faculty member who against all odds, including international ownership questions, almost impossible logistical concerns (not to mention liability fears), a naive board of trustees back home, and no line item in the budget, convinced her colleagues that students would benefit from the experience.

The time has now arrived for faculty to take a significant role in college governance.

When I use the term *support*, I do **not** mean acquiescence, quiet submission, or passive consent. I mean *support*—**to bear the weight of, especially from underneath, to sustain and maintain**.

The new *Criteria* of the Southern Association of Colleges and Schools begins the section on "Faculty" with these words: *"Because the faculty is* integral *to the* educational quality *of an institution..."*

Let me briefly describe to you the faculty's role in the governance of Texas Southmost College. Many years ago, the TSC faculty organized itself itself into a faculty association with a constitution and bylaws. Its actual major function was to organize social events once or twice a year.

Somewhere in its evolution, the faculty association decided to continue to sponsor social events but also to discuss issues relative to salary structure, salary credit for prior teaching experience, alternate insurance policies, and procedures for assigning overloads to fulltime faculty.

Later, the faculty association decided to continue to sponsor social events, discuss relevant issues with regard to salary, overloads, and the like, and also to host a candidates' forum for persons running for our board of trustees.

Today, our faculty association continues to sponsor social events, discuss relevant issues, host forums for trustee candidates (and for city and county offices as well), and serve as members of our board of trustee committees.

Approximately two years ago, a policy was added to the board's policy manual outlining the specific membership of board committees:

> The chairpersons of the standing committees and committee members shall be appointed by the chairperson of the board of trustees. Each committee chairperson will submit to the chairperson of the board nominees for committee membership. *Each standing committee shall have at least one member from each of these groups: administration, faculty, staff, students, and the public.* No standing committee may have more than 10 committee members. [*Italics added.*]

Trustee committees today include:

Policy Committee: a committee that hears arguments to revise, rescind, amend, or add to current board policy.

Welfare Committee: a committee that reviews college endorsed insurance programs, reviews current insurance coverage for employees, and participates in advertising for, reviewing, and finally choosing insurance carriers for the college.

Development Committee: the newest committee that will deal with building an endowment for the college and activating an alumni group for financial support of college programs.

Physical Facilities Committee: a committee very active at this particular time on campus as we tighten up our newly developed facilities master plan, prioritize renovation and new building projects, and look for alternate sources of funding.

Audit, Budget, and Bid Review Committee: a committee that reviews our external audit report, monitors the development of the college's annual budget and the execution of that budget, and participates in reviewing bids solicited according to our purchasing policy for items costing over $5,000.

The SACS *Criteria* describes the role of the faculty and its committees in this manner:

> The primary responsibility for the improvement of the educational program resides with the faculty. The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published in the faculty handbook. Faculties will normally conduct much of their business through such structures as committees, councils, and senates, operating within board policies as determined by the administration and the governing boards.

So, "[t]he primary responsibility for the improvement of the educational program" does not reside with the president, or with the board of trustees, or with vice presidents or deans. It resides with the faculty. A faculty that is involved is participating—is an *integral part* of the institution.

Faculty have no choice. That is, you may not pretend that the responsibility for success or failure is that of someone else. If you accept the accolades of your students' successes, you must also accept the reality of their failures.

If your institution is negatively viewed in the community as one that is unresponsive to the community's needs, then you must accept the responsibility for not having responded. If there is no statewide recognition of the quality of your educational program, then you must bow your head in embarrassment.

I have sat alone in my office often contemplating a problem. And then I remember (or am reminded) that *I don't have to solve any problem alone*, because if I've done my job well, I've hired and I've supported the kind of faculty and administrators that will serve as problem-solvers and doers. At that moment a tremendous sense of relief fills my soul.

There is one final issue that I'd like to mention because I see it as a problem that faces faculty and administrators often and one that is the source of what can become long-term, embedded, ill feelings between the two. It is the issue of **reciprocality**.

When I am faced with a complaint about a faculty member, my consistent reaction is to give the faculty member the benefit of the doubt and then investigate the circumstance. My reaction is never to make a rash judgment, a poor call, that first assumes faculty guilty and then wait to hear evidence to the contrary—even when the complaint comes from a "good" source or a political source. It would not occur to me to do otherwise.

However, I urge you to react in the same manner: to reciprocate when you hear a complaint about an administrator or about an administrative matter. Investigate first, even if you have an impeccable source. Allow us the same respect, the same benefit of the doubt, the same opportunity to explain. The damage done otherwise is often irreparable.

Finally, it has been mentioned that I chair the Southern Association's standards and reports committee. I have been a member of the commission on colleges for SACS for five years, have served on numerous SACS visiting committees, and now chair these committees. Some of you may not have had the opportunity to study the new *Criteria* that all member institutions must meet in order to retain their accreditation with SACS.

The most significant change in the new *Criteria* deals with institutional effectiveness. Specifically, the institution must establish adequate procedures for planning and evaluation; define its expected educational results and describe how the achievement of these results will be ascertained. Further, institutions should ascertain periodically the change in the academic achievement of their students. In other words, if your college claims that you are training students to be better citizens in the community, then there should be some mechanism in place to measure whether or not you have succeeded in this charge. And the measurement of these objectives must include *broad-based involvement of the faculty and administration.* The results should be part of the planning process for the following year.

Accountability is not a new word for us. So the new SACS *Criteria* should not surprise anyone. Our own state has formed a Select Committee on Higher Education to examine our curricula, our faculty, and our governance structure. And all of this in light of what appears to be 9 percent cuts in our state appropriations!

So, the time has now arrived, perhaps not soon enough for many of you, but it certainly is the time for faculty to take a significant role in college governance—through faculty associations, through instructional councils, or through board committees. I gladly invite you to share in the responsibility...and in the success.

A friend and I were talking about some problems that I had recently discovered and how they related to each other. My friend said, "Inefficiency is three dimensional." It occurs to me today that so is success.

(Dr. Garcia holds BA and MA degrees from the University of Houston and the Ph.D. from the University of Texas at Austin. She joined the faculty of Texas Southmost College in 1974, and has been president of the college since February 1986.)

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TJCTA members planning to attend the 40th annual convention, Feb. 19-21, at the Hyatt Regency hotel in Houston, are strongly urged to reserve hotel accommodations immediately. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the downtown Hyatt Regency.

Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received—on a first-come, first-served basis. **Reservations by telephone are not recommended.**

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SECRETARIAL SCIENCE SECTION TO TOUR OFFICE EXHIBIT

Tours of the "INNOVA Office Exhibit" and the offices of one of Houston's most prestigious law firms are highlights of the secretarial science section programs for the forthcoming TJCTA convention.

Bus transportation will depart from Dallas and Louisiana Streets (near the Louisiana Street entrance to the Hyatt Regency hotel lobby) at 9:15 a.m., Friday, Feb. 20. Participants will visit the INNOVA exhibit during the morning hours and have lunch at the exhibit site. Then buses will take members to the law offices of Baker & Botts, located at One Shell Plaza, where they will observe first-hand the state-of-the-art technology in use there.

The INNOVA exhibit features displays designed to enhance the viewer's awareness of issues in office design and technology.

William M. Mitchell

The secretarial science section meeting on Saturday will feature a presentation by William M. "Bill" Mitchell, professor in the department of business education and administrative management at the University of Wisconsin–Eau Claire. Mitchell will discuss "Integrating Office Automation Concepts into Keyboard/ Typewriting Courses." He holds BS and MS degrees from Western Illinois University and the Ed.D. from the University of North Dakota.

Mitchell has spoken and written extensively on the subject of office automation. He is co-author of *Keyboarding: A Mastery Approach* and *Keyboarding for Information Processors*, both published by Science Research Associates.

Mitchell serves as consultant to numerous businesses and government agencies in the areas of long range strategic planning for office automation to include configuration, selection and implementation of integrated business and office information systems; local and wide area network systems; electronic mail/message systems, electronic document based management systems, telephone systems, dictation/transcription systems, and laser printing systems.

Plans and arrangements for the secretarial science section meeting and for the Friday tours were developed by Cheryl A. Vickers, Brazosport College, who serves this year as the section chairperson.

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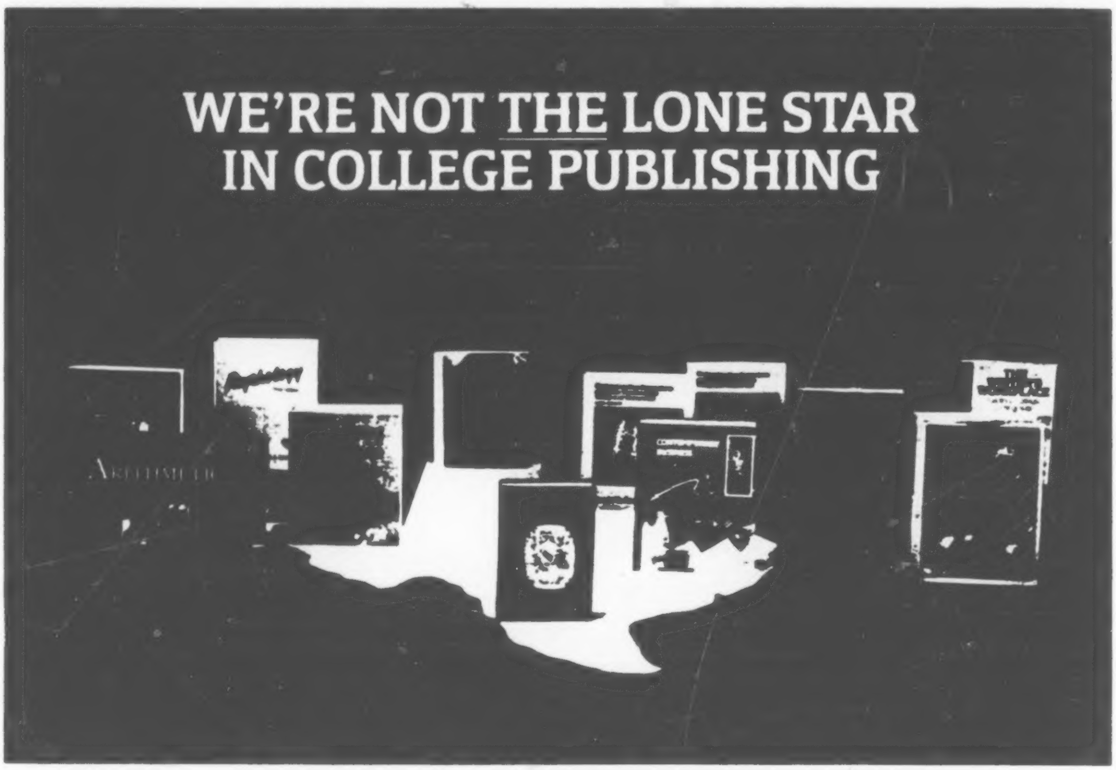

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TJCTA Messenger

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Charles L. Burnside, Editor

Texas Junior College Teachers Association

TJCTA
MESSENGER
A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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VOLUME XVIV = XIX FALL 1987 NUMBER 1

THE LEGISLATURE GIVETH; THE GOVERNOR TAKETH AWAY

The veto by Gov. Bill Clements of $45.3 million for group insurance premiums for employees at Texas community and junior colleges was called "ill-advised, ill-informed, and ill-timed" by Mary R. Parker, president of the Texas Junior College Teachers Association.

Until the veto, two-year colleges had survived the legislative sessions reasonably well—with biennial funding set at $872.2 million. That figure represented an increase of $61.6 million (or 7.6 percent) over the rate of state funding for fiscal year 1987. The Clements veto reduced community junior college funding to $826.9 million—an increase of $16.2 million (2 percent) over the 1987 funding level.

In his veto message, Clements claimed that state funding for community junior colleges is higher in Texas than in any other state and declared that the increased appropriations voted by the Legislature "exceed what is reasonable for good public policy in these difficult times." Staff members in Clements' budget and planning office have been unable to provide TJCTA officials with research data to support the governor's assertion that Texas two-year colleges are funded at the highest level in the nation.

In a statement following the veto, Ms. Parker said, "I have to believe that Mr. Clements received some grossly inaccurate information and some dreadful political advice. Otherwise the governor's action has to be regarded as a direct slap at the state's two-year colleges, a cruel insult to their 17,500 employees, and an intentional added burden on millions of junior college district taxpayers." The governor's cuts came unexpectedly and without any rational explanation to the institutions and their taxpayers, according to Ms. Parker. "Insult is added to injury when it is recognized that of all the components of the state's higher educa-

(Continued on page 3.)

NOMINATING COMMITTEE INVITES RECOMMENDATIONS

Michael Looney, San Antonio College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the association for 1988-89.

Recommendations should be received by Nov. 1 in order to be considered by the Nominating Committee in its Nov. 7 meeting in Dallas.

Looney pointed out that the committee will not send out questionnaires, or "personal data forms" to prospective candidates this year, but would rely instead on recommendations and information received in response to the *Messenger* announcement.

Recommendations should be sent to:

Michael Looney, Chairperson
TJCTA Nominating Committee
San Antonio College
1300 San Pedro Avenue
San Antonio, Texas 78284

CONFERENCE PLANNED FOR FACULTY LEADERS

E. Jean Walker

Frank Hill

Carl Nelson

Wilhelmina Delco

The eighth annual TJCTA Conference for Faculty Organization leaders will be held Saturday, Oct. 3, at La Mansión Hotel in Austin. The conference will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m.

Principal speaker for the opening session will be E. Jean Walker, associate executive director of the Commission on Colleges, Southern Association of Colleges and Schools, Atlanta. She will discuss effects of the revised accreditation criteria on the faculty's role in institutional decision-making. Dr. Walker holds the bachelor of arts degree in history from Furman University, the master of arts in history from the University of Florida, and the Ph.D. in higher education from Florida State University. She taught history and was a member of the counseling staff at Brevard Junior College (Cocoa, Fla.) from 1961 to 1966, and was on the higher education faculty at Florida State University in 1968-69. In 1969, Dr. Walker was named dean of student services at Virginia Highlands Community College (Abingdon, Va.). She was appointed dean of the college in 1972, and in 1974 was named president. In 1984, she was appointed to her present position on the professional staff of the regional accrediting association.

(Continued on page 8.)

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PRESIDENT'S MESSAGE

We've been working all year to convince our elected officials of the value and needs of community college education. We (or the facts) convinced most of them, as reflected by our relatively good treatment in the appropriations bill the Legislature finally passed. After they had gone home, however, community colleges suffered a severe below from the governor, who deleted $45.3 million in funds for employee insurance. Since state law requires that this insurance be provided, colleges will have to raise property taxes, raise tuition, or cut expenses (which consist mainly of teacher salaries) unless the money is restored by court or legislative action. We will spare no effort to promote such action.

In spite of my frustration and disappointment over the veto, I think I have a great year to be president. Last year's achievements—including computerization of the TJCTA state office and revitalization of the *Legislative Update*—have begun a higher level of communication to and among members. Some very useful projects begun in previous years, such as a guide to analyzing grievance issues, will be completed and put into use this year. And, most importantly, an excellent group of people have agreed to lead and serve on TJCTA committees.

The abilities of this group were quite evident at the June planning retreat for officers and committee chairpersons. At this retreat, we set the budget for the year, and we decided what we want the Association to accomplish during the year. The officers' analysis of TJCTA's finances showed that our reserves had fallen to the minimum comfortable level. In a very harmonious and efficient set of discussions, the group came up with numerous ways to get the job done at lower cost than in previous years. The final result: a balanced budget, leaving the organization $30,000 better off than the continuing trend would have done.

Since most of the work of the Association is done by the committees, much of the planning involves formulating the charges to the committees. In addition to the traditional ongoing duties, we directed the Legislative Committee to investigate and make recommendations on the legal status of teacher liability in Texas. We directed the Professional Development Committee to analyze three issues that the Coordinating Board is dealing with this year: use of part-time faculty, faculty tenure and its impact on hiring, and basic skills testing and remediation.

These are not open-and-shut issues, and the purpose of the analysis is not to "solve" them. What is needed is an authoritative set of relevant facts and a list of the arguments on each side of the issues. A broad and objective analysis of this kind will ensure that the Coordinating Board is informed of the positions and concerns of our members, even when we have not reached consensus within TJCTA. Further, for issues where we have a clear position, the analysis will permit us to support it convincingly and to anticipate counterarguments.

Our organization is poised for a productive year. You can contribute to that accomplishment in several ways: Most fundamentally, you can join for this year; support by over half the eligible faculty is the basis of our power and usefulness as an organization. (If you don't join, you could help us by writing to tell us why not.) You can also encourage your colleagues to join. We want increased membership both to strengthen our organization and to put off the dues increase that would normally be needed next year. (The last increases were in 1980 and 1984.) Your TJCTA campus representative will have some new membership material you can use.

But we need your voice as much as your money. Write to your State Representative. Contribute your ideas to the issue analyses described above. Write to your State Senator. Suggest speakers for your section meetings at the convention. Write to the Lieutenant Governor. Help us use our expanded publication capability by submitting articles or ideas for articles for the *Messenger*. Write to the Governor.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1988 convention in Dallas.

Suggestions should be received by Feb. 1, 1988, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 25, 1988, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

Enrique King Chamberlain
Chairperson
TJCTA Resolutions Committee
North Lake College
5001 North MacArthur Boulevard
Irving, Texas 75038

The basis of the broad community support our colleges enjoy is the dedicated and skilled work of their teachers. A major danger of the arbitrary cuts in state funding over the last few years is that they will start a vicious cycle of lower teacher morale, leading to poorer performance, leading to loss of support, leading to more cuts. We must work together to encourage each other and to reinforce our community support, however the political winds blow. TJCTA is our organization for statewide mutual support and action, and I invite you to make use of it.

Mary R. Parker

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MARY R. PARKER
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

GOVERNOR VETOES INSURANCE FUNDS

(Continued from page 1.)

tion system, the public community junior colleges are the *only* institutions whose employees' insurance premiums fell under the governor's budget ax," Ms. Parker said. "Thus, junior colleges—which provide instruction for more than 60 percent of the state's college freshmen and sophomores—were the *only* institutions whose state appropriations for instructional programs were cut below current funding levels."

According to Ms. Parker, the governor's action had the net effect of cutting state appropriations to the 49 community junior college districts by more than 5 percent. The harmful effects of the governor's veto are compounded drastically by the fact that the cut in insurance premium funding came just three weeks before the colleges were to begin their new fiscal years, according to Ms. Parker.

Insurance Coverage Required

Under state law, colleges are required to provide basic insurance coverage for their employees. Since 1977, cost of that coverage has been paid by direct state appropriations. Most of the colleges had completed their budget processes, set tuition and local *ad valorem* tax rates, and informed employees of salaries for the 1987-88 academic year when news of the veto of insurance premiums was received, Ms. Parker said. "Many colleges will have no choice but to increase their local property taxes to absorb the loss of state funds, while others, presently taxing at maximum authorized levels or risking rollback elections, will have to resort to cutting programs and increasing student tuition.

"Many of our teachers have not received any pay raises in two years," Ms. Parker said. "And Gov. Clements' action ensures that meaningful raises at many colleges will not be possible for at least two more years.

"We are exploring every way possible to soften the dreadful effects of the governor's veto, but at the present time there appears little prospect of avoiding sizeable program cuts and local tax increases. We think it is important, however, that the students and employees affected by the cuts and the taxpayers whose junior college taxes will increase know that these actions were direct results of Gov. Clements' veto," Ms. Parker said.

HOW MUCH THE VETO COST *YOUR* COLLEGE

For each covered employee, the general appropriations bill provided $1,200 during the first year and $1,380 during the second year of the biennium (monthly amounts of $100 in 1987-88 and $115 in 1988-89). Thus, the Clements veto cut $2,580 *per employee* at each of the 49 public two-year college districts. Approximately 17,500 community junior college employees are covered under the Texas State College and University Employees Insurance Benefits Program. Shown below are estimated amounts of state funds cut from the 1987-89 spending bill by Gov. Clements' veto:

Alamo Community College Dist.	$ 4,061,409
Alvin Community College	719,419
Amarillo College	1,245,547
American Educational Complex	923,412
Angelina College	378,508
Austin Community College	1,543,511
Bee County College	561,004
Blinn College	547,626
Brazosport College	426,807
Cisco Junior College	295,287
Clarendon College	158,369
College of the Mainland	719,419
Collin County Community College	314,063
Cooke County College	330,163
Dallas Co. Comm. College Dist.	5,527,051
Del Mar College	1,731,404
El Paso Community College	1,755,576
Frank Phillips College	222,815
Galveston College	391,932
Grayson County College	665,722
Hill College	190,569
Houston Community College	2,206,513
Howard College	493,928
Kilgore College	891,212
Laredo Junior College	920,737
Lee College	751,619
McLennan Community College	909,988
Midland College	561,004
Navarro College	383,859
North Harris County College Dist.	1,076,430
Northeast Texas Community Coll.	195,966
Odessa College	1,014,660
Panola Junior College	233,518
Paris Junior College	504,678
Ranger Junior College	169,117
San Jacinto College District	2,160,887
South Plains College	813,343
Southwest Texas Junior College	416,059
Tarrant County Junior Coll. Dist.	3,140,674
Temple Junior College	442,908
Texarkana College	716,743
Texas Southmost College	920,737
Trinity Valley Community Coll.	654,974
Tyler Junior College	1,079,106
Vernon Regional Junior College	346,262
The Victoria College	499,325
Weatherford College	281,863
Western Texas College	305,990
Wharton County Junior College	550,301
Total	*$45,352,014*

INSURANCE VETO "UNEXPECTED AND IRRATIONAL"

TJCTA leaders and community junior college representatives were unanimous in their immediate and harsh reaction to Gov. Bill Clements' veto of appropriations for employees' insurance premiums.

The governor's action caught almost everyone by surprise. "Despite his statement that he would use the line-item veto power carefully and 'only after talking with representatives of the agencies affected and chairmen of key legislative committees,' we have been unable to find a single person outside the governor's budget and planning office who had any idea he was looking for ways to cut junior college funding," said TJCTA executive secretary Charles Burnside. As late as July 13, during the intense budget negotiations involving Gov. Clements, Lt. Gov. Hobby, and House Speaker Gib Lewis, the governor proposed junior college funding at $834.9 million for the biennium. On the following day (July 14), Clements and Lewis proposed funding at $863.3 million. The budget finally agreed on in those negotiations provided for appropriations of $872.2 million.

"Everyone involved in the process—except, as it turned out, Gov. Clements—thought an agreement had been reached," Burnside said. Although junior college funding in the Clements-Hobby-Lewis budget was lower than hoped for, most junior college representatives felt it was the best that could be obtained in view of the state's dismal fiscal condition. Then came the Clements veto cutting $45.3 million from junior college appropriations, leaving funding for the two-year colleges at $826.9 million—*less than the governor had himself proposed only three weeks earlier!*

In discussions involving junior college representatives, Bob Davis, head of the governor's budget office, is quoted as saying that his office "never considered community colleges as part of higher education." Davis also explained the veto of insurance premiums for junior college employees by saying that the item was "hanging out there and easy to veto," sources said. "Evidently, Mr. Clements and his staff were not concerned about the effects his veto would have on 49 community college districts—and on their taxpayers, students, and employees," said TJCTA state president Mary Parker. "So with one stroke of the pen, and obviously with little concern for the negative effects of his action, the governor singlehandedly cut state funding for community colleges by 5 percent."

The Challenge for Community Colleges:

Writing Across the Disciplines

Marlette Rebhorn
Instructor of History
Austin Community College

One of the major challenges facing community colleges in the future will be to increase the literacy of students poorly prepared to read with adequate comprehension or to write clearly. Long sequestered in the confines of the English department, these skills must, as it were, come out of the closet to be practiced and refined throughout the curriculum. Community colleges, with their remedial programs, dedicated faculty, retesting concepts, open admissions, and student-centered philosophy, are uniquely qualified to help students become better writers and readers.

I am a historian, and it should be obvious why history requires satisfactory writing and reading skills. My colleagues have always required a writing component in their classes, but recently they have committed themselves to assigning and grading more carefully constructed writing exercises, even though, teaching as many as 180 students each semester, each instructor struggles under a staggering load of time-consuming grading. What may not be as obvious, however, is that writing well is equally important beyond the traditional liberal arts.

A nurse who writes sloppy notes on patient progress can seriously impair patient care. A typesetter who makes too many grammar and spelling errors when setting type can cause a printer to lose business and may lose his job as a result. A draftsman whose proposal is illiterate may not get the contract. An accountant who cannot logically explain her findings may not be able to do her job. A police officer who writes ungrammatical arrest reports may find his or her testimony challenged in court. In short, writing is everyone's problem and hence everyone's concern. Community colleges, which teach courses not only in the traditional liberal arts, but nursing, accounting, typesetting, and criminal justice as well, are especially well suited to spearhead the nationwide movement called Writing Across the Disciplines which encourages all faculty to assign and grade writing exercises in an attempt to improve student skills for college and beyond.

But where do we begin? It is tempting to assume that the mere *assigning* of writing exercises is sufficient. On the contrary, for student performance to improve such exercises must be graded for both content *and* errors of organization, spelling, and grammar. Unless students' attention is drawn to the mistakes they have made, they will not know *how* to improve their skills. Likewise, unless students are encouraged to take writing seriously by being graded on their writing performance, they will not strive to improve their skills. Piling more make-work essays on students, essays which are poorly conceived and graded for content only (if graded at all), will not substantially affect how they write. Only well crafted writing assignments, carefully graded, allow students to become more skillful writers.

The second fundamental error some people make when they begin taking writing seriously is insisting that writing *more* means writing *better*. It does not! The skills required for a 5-page paper are substantially the same as those for a 25-page paper. Moreoever, since the 5-page paper is easier to grade, the student receives it back faster, with more detailed instructor comments. Educational research demonstrates that faster, more accurate feedback dramatically helps improve student performance.

What community colleges must do is to proclaim forcefully that writing better *is* important for everyone, and show why this is so. Colleges must then encourage *all* instructors in *all disciplines* to assign carefully conceived writing assignments which are graded fairly, but firmly. In short, community colleges should embrace Writing Across the Disciplines as their special mission, for we teach the students most likely to need such education, and we are philosophically committed to helping all students reach their potential.

If we agree that Writing Across the Disciplines is an idea whose time has come, we must be prepared to make perhaps difficult decisions as a result. Overworked and underpaid teachers on the secondary and community college level have had to rely increasingly on objective tests to keep their work loads manageable. An emphasis on writing, therefore, logically suggests reducing course loads or class sizes or both. Keeping up with new developments and interpretations in any field is time-consuming, and if we urge instructors to spend more time assigning and grading writing projects, *Community colleges must proclaim forcefully that writing better is important for everyone.*

we cannot expect teachers to stay current in their special fields at the same time unless we reduce the number of students with whom they must deal.

Likewise, we must be prepared to pay teachers decent, competitive salaries. A brand new Ph.D. without teaching experience now earns less than $20,000 on a nine-month contract at my college. Not only is this figure so low as to make it virtually impossible to attract or keep qualified minority instructors, but it is significantly lower than the beginning salary paid in the secondary schools in Austin. Dedicated teachers, therefore, regularly overload themselves beyond the five courses per semester required by our contracts, or they frequently seek additional jobs. Inevitably, instructors have less time to spend with student assignments. If improving student reading and writing skills is important, as I believe it is, we must put our money where our mouth is, and upgrade teacher salaries.

Moreover, we must be prepared to accept that an emphasis on reading and writing will have a disproportionate impact on certain student groups, such as minorities and foreign students, whose skills are frequently inadequate. Unless accompanied by sensitive and well-conceived remedial programs, Writing Across the Disciplines could result in lower retention rates, and perhaps even in perpetuating the development of an underclass.

Finally, we cannot reasonably expect to see immediate results, no matter how much money we allocate or effort we expend. Students in my history classes who have never written an essay in their lives, nor attempted a research paper, nor read critically, do not improve overnight. They are doing *better* after 16 weeks, of course, but their skills still leave much to be desired. Improving students' reading and writing skills is vitally necessary, but we are in for the long haul, as it were. You would not expect someone who had never walked to become a successful marathon runner in 16 weeks. The same is true for reading and writing skills.

To say that the process takes time and that difficult decisions must be made, however, should not deter community colleges from doing what is morally responsible for our students. Historically, those with poor communication skills have found jobs in industries requiring brute strength, from the laying of the transcontinental railroad in the 19th Century, to working on the line at Detroit in the 20th. Such jobs are now disappearing, however, as robots replace humans. The technological revolution we hear so much about today requires satisfactory reading and writing skills from those who would find and keep good jobs. One of the major challenges confronting community colleges today, therefore, is to prepare students to succeed in their transformed economy. To borrow a phrase from John Kennedy, "If not us, who? If not now, when?"

Ms. Rebhorn holds the B.A. degree from the University of Pennsylvania and the M.A. and Ph.D. degrees from The University of Texas at Austin. She has been on the history faculty of Austin Community College since 1978.

ADVISORY PANEL NAMED FOR BASIC SKILLS TEST

Nineteen educators from across the state have been appointed to two-year terms on an advisory panel to help implement the basic skills test for college freshmen mandated by the 70th Legislature to begin in 1989. The test is based on recommendations by the Select Committee on Higher Education.

The panel, to be called the Texas Higher Education Coordinating Board's Council on Learning Excellence, will include nine community junior college educators (eight of whom are active TJCTA members). Jan LeCroy, chancellor of the Dallas County Community College District, will chair the council. LeCroy, who is retiring from his DCCCD post, will continue to serve on the advisory panel.

Jan LeCroy

Other TJCTA members appointed to the council include Ann Faulkner, coordinator of the Learning Skills Center at Mountain View College; Irma Aguilar, assistant professor in the Nursing Department at Odessa College; John Grable, vice president, Brazosport College; Jose Roberto Juárez, vice president for instruction, Laredo Junior College; Hazelyn Lewis, associate professor of English, St. Philip's College; Gail Platt, director of the Learning Center, South Plains College; and Stephen Rodi, chairperson of the mathematics and physical sciences division, Austin Community College. Also named to the panel was Roberto Reyes, dean of educational development, El Paso Community College.

Much of the council's work will be done by committees. Each public post-secondary institution in Texas has been invited to name a campus representative to serve on one of the committees.

Some committees will work with the testing company to develop the test, while others will work with the institutions. A faculty development committee will look into training faculty members to teach remedial and developmental courses. A tests and measurements committee will examine the policies and procedures that will be needed for the basic skills test, and an evaluation committee will decide what data should be collected and what type of reports should be written to meet the mandates of the law. There will also be a remediation committee, chaired by Ann Faulkner, and an advisement and placement committee.

SCHEDULE OF COMMITTEE MEETINGS

(Note: All committees are subject to additional meetings as called by their chairpersons. Ending times for meetings are indicated to facilitate planning travel arrangements. Meetings will end not later than *times indicated.)*

EXECUTIVE COMMITTEE
Friday, October 2, 1987, 4:30–6:00 p.m., DeWitt Room–South, La Mansión Hotel, 6505 IH-35 North, Austin
Friday, December 4, 1987, 6:00–10:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas
Saturday, December 5, 1987, 9:00 a.m.–4:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas
Wednesday, February 24, 1988, 6:00–10:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas
Thursday, February 25, 1988, 4:00–5:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas
Saturday, February 27, 1988, 12:00 Noon–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

PROFESSIONAL DEVELOPMENT COMMITTEE
Friday, October 2, 1987, 3:00–6:00 p.m., DeWitt Room–North, La Mansión Hotel, 6505 IH-35, North, Austin
Thursday, February 25, 1988, 1:00–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

LEGISLATIVE COMMITTEE
Saturday, October 17, 1987, 11:00 a.m.–4:00 p.m., Room 201, Love Field Terminal, Dallas
Thursday, February 25, 1988, 1:00–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

MEMBERSHIP SERVICES COMMITTEE
Saturday, October 24, 1987, 11:00 a.m.–4:00 p.m., Room 201, Love Field Terminal, Dallas
Thursday, February 25, 1988, 1:00–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

NOMINATING COMMITTEE
Saturday, November 7, 1987, 10:00 a.m.–2:00 p.m., Room 201, Love Field Terminal, Dallas

RESOLUTION COMMITTEE
Thursday, February 25, 1988, 3:00–5:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

AUDITING COMMITTEE
Thursday, February 25, 1988, 2:00–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

TJCTA OFFICERS AND COMMITTEE CHAIRPERSONS met in June over a period of four days for intensive discussions and planning of association activities for the coming year. The agenda for the retreat included development of charges to the committees and a schedule for the 1988 state convention. Retreat participants, pictured above, were: Standing, left-to-right, Ruth McQueen, Amarillo College, membership committee; Scott Nelson, North Harris County College–East Campus, editorial review board; David Clinkscale, Tarrant County Junior College–Northwest Campus, state secretary; Donnelle Attner, Eastfield College, registration committee; Steve Dutton, Amarillo College, professional development committee; Mary Parker, Austin Community College, state president; Doris Huibregtse, Howard College, immediate past president; Ann Steele, Austin Community College, social committee; Les Albin, Austin Community College, auditing committee; John Forshee, Western Texas College, legislative committee; Mike Looney, San Antonio College, nominating committee. Seated, left-to-right, Emmeline Dodd, College of the Mainland, state treasurer; Margaret Harbaugh, McLennan Community College, state vice president; and Larry Shirts, North Harris County College–South Campus, state president-elect. Not pictured is Enrique Chamberlain, North Lake College, resolutions committee.

TJCTA PRESIDENT APPOINTED TO TWO STATE COMMITTEES

TJCTA State President Mary R. Parker, mathematics instructor at Austin Community College, has been appointed to two committees created by the Texas Higher Education Coordinating Board. In each instance, Ms. Parker is the only classroom teacher appointed to the panel.

She will serve on the Public Community Junior College and Tecnical Institutes Formula Advisory Committee and on the Community Colleges and Technical Institutes Communications Advisory Committee.

The formula advisory committee consists of 15 educators from associate degree-granting institutions and two laypersons. Co-chaired by Marvin L. Baker, president of South Plains College, and C. A. Roberson, executive vice chancellor of the Tarrant County Junior College District, the panel is responsible for reviewing audited data regarding instructional and support costs for state-funded programs at public community junior colleges, the campuses of Texas State Technical Institute, and the Port Arthur and Orange campuses of Lamar University. Based on the committee's findings, recommendations concerning contact-hour formula rates will be presented to the Coordinating Board for its use in development of budget requests to the 71st Legislature in 1989.

The communications advisory committee is composed of 16 members. The three broad charges of the panel are to: (1) develop a public information plan to "build a more coherent statewide image for community-based institutions;" (2) establish a communications network to "promote more effective linkages among principal associations representing the comprehensive mission of our institutions;" and (3) mobilize collective efforts "toward the achievement of common goals reflecting those developed in the Master Plan of Vocational Education." Chairperson of the communications advisory committee is L. B. York, who chairs the board of trustees of the North Harris County College District and serves on the board of directors of the Association of Community College Trustees (ACCT).

Ms. Parker's appointments to the two panels were made by Kenneth H. Ashworth, Texas commissioner of higher education.

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 41st annual convention, Feb. 25-27, 1988, at the Loews Anatole Hotel in Dallas, are encouraged to reserve hotel accommodations early. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the headquarters hotel.

Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received—on a first-come, first-served basis. **Reservations by telephone are not recommended.**

1988 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1988 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Loews Anatole hotel in Dallas. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 25, 1988

9:00 a.m.- 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 p.m.- 3:30 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 p.m.- 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and all Committee Chairpersons
6:00 p.m.- 7:00 p.m.	—Social Hour (cash bar)
7:00 p.m.- 9:00 p.m.	—**FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 26, 1988

7:30 a.m.- 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
8:00 a.m.- 5:00 p.m.	—Convention Registration
8:00 a.m.- 5:00 p.m.	—Exhibits Open
8:00 a.m.- 5:00 p.m.	—Polls Open (Election of Officers)
9:00 a.m.-10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 p.m.- 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
2:00 p.m.- 4:00 p.m.	—**SECOND GENERAL SESSION**
4:30 p.m.- 6:00 p.m.	—Special Meetings (to be announced)
9:00 p.m.- 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge *only*)

SATURDAY, FEBRUARY 27, 1988

8:00 a.m.-11:30 a.m.	—Convention Registration
8:00 a.m.-11:30 a.m.	—Exhibits Open
9:00 a.m.-10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 a.m.-11:45 a.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon- 3:00 p.m.	—Special Meetings (to be announced)

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
41st Annual Convention
Loews Anatole Hotel — Dallas, Texas — February 25-27, 1988

HOTEL RESERVATION FORM

MAIL TO: Loews Anatole Hotel — 2201 Stemmons Freeway — Dallas, Texas 75207

Please reserve ________ room(s) of the type(s) checked below:
(Please note: Hotel policy permits a maximum of three guests per room.)

Check accommodations desired:	Rate:
____ Single Room (1 person)	$72
____ Double Room (2 persons)	$78
____ Triple Room (3 persons)	$84

Arrival Date: Feb. ______, 1988 Arrival Time: *________ ____.m. Departure Date: Feb. ______, 1988

(Hotel check-in time is 4:00 p.m.; check-out time is 12:00 Noon.)

**Reservations will not be held after 6 p.m., unless arrival is guaranteed by American Express, Diner's Club, or Carte Blanche credit card or advance payment of one day's lodging.*

☐ *Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:*

Type ____________________ *Number* ____________________ *Expiration Date* __________

IMPORTANT INFORMATION: The Loews Anatole Hotel is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment be by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name ______________________________ Phone A/C ______ - __________

Address ______________________________ City ______________ State __________ ZIP__________

ROOM(S) WILL BE OCCUPIED BY:

Name *(please print)*	Address	City/State/ZIP Code

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CONFERENCE PLANNED FOR FACULTY LEADERS

(Continued from page 1.)

The conference's second session will feature a discussion of "Recent Developments in Case Law Affecting Faculty Rights," by Frank Hill, senior partner with the law firm of Hill, Heard, Oneal, Gilstrap & Goetz, of Arlington. Mr. Hill holds a bachelor's degree in English from the University of Texas at Arlington and received his law degree from Southern Methodist University School of Law in 1966. His law firm, founded in 1972, now includes almost 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speaker for the Noon luncheon meeting will be Carl M. Nelson, president of Texarkana College since 1975. Dr. Nelson holds B.S., M.Ed., and Ed.D. degrees from the University of Arkansas. Prior to assuming the Texarkana presidency, he was associate dean at El Centro College. Dr. Nelson will address the conference on "A President's Perspective of the Role of the Faculty in Decision-Making."

The closing session will feature an address by State Rep. Wilhelmina Delco, of Austin. Since 1979, Rep. Delco has chaired the Committee on Higher Education of the Texas House of Representatives. She also served as a member of the Select Committee on Higher Education created in the 1985 legislative session. Rep. Delco holds the bachelor of arts degree from Fisk University. She has served on numerous state, regional, and national boards and commissions concerned with the advancement of higher education. In the 1984 convention of the Texas Junior College Teachers Association, Rep. Delco was recognized as "TJCTA Legislator of the Year" for her activities in support of the legislative goals of the association.

TJCTA state president Mary Parker has sent invitations to leaders of local faculty organizations inviting them to participate in this year's conference.

Arrangements for the conference were developed by a subcommittee of the TJCTA Professional Development Committee. Subcommittee members are Ray Attner, Brookhaven College, chairperson; Steve Dutton, Amarillo College; Susan King, Howard College; Larry T. Patton, Galveston College; and Tony A. Hartman, Texarkana College.

TJCTA DEFENDS RETIREMENT PROGRAMS

A major objective of TJCTA's efforts during the regular and called sessions of the Texas Legislature was to defeat proposed cuts in state funding to the Teacher Retirement System (TRS) and the Optional Retirement Programs (ORP). Under state law, each higher education professional employee must participate in one of the programs—selected by the employee within 90 days of initial employment. The two plans are almost totally different—both in concept and operation—making comparison quite difficult.

The Teacher Retirement System is a "defined benefits" plan, under which a member's retirement benefit (based on current law) will be 2 percent of average salary in the highest three years, multiplied by the number of years of active TRS participation. (Thus, after 30 years of service, a member's maximum benefit would be 60 percent [30 *x* 2%] of average salary over the three years in which covered earnings were the highest.)

State TRS contributions were reduced during the legislative session from 8 percent to 7.2 percent. Texas Gov. Bill Clements recommended the reduced contribution rate, principally to save the state $144 million during the biennium. TJCTA representatives joined spokespersons from virtually all other educator organizations in opposing the reduction in funding. Those defending the reduced contribution level insisted that the System's actuarial soundness would not be jeopardized and that no reduction in benefits would result. Indeed, supporters of the lower funding level tied that proposal to provisions increasing the TRS death benefit to $60,000 and raising benefits to retirees as follows:

Date of Retirement	*Percent Increase*
Prior to Sept. 1, 1966	20%
Sept. 1, 1966-Sept. 1, 1972	15%
Sept. 1, 1972-Sept. 1, 1980	10%
Sept. 1, 1980-Sept. 1, 1984	5%

The bill was passed, and the benefit increases and reduced contribution level went into effect Sept. 1.

A major advantage for TRS members resulted from a change in the law allowing participants' payments (6.4 percent of salary) to be tax-sheltered. Consequently, members will receive increased take-home pay beginning Jan. 1, 1988, when the change takes effect.

While the reduced state contributions for TRS participants will not result in a change in benefits, a proposal to cut state contributions to the Optional Retirement Program would directly affect ORP annuitants' benefits. In his executive policy budget submitted to the Legislature last January, Gov. Clements recommended reducing state ORP contributions from 8.5 percent to 7.0 percent.

The major distinction between ORP and TRS is that ORP is a "cash accumulation" or "money purchase" program, in which the retirement benefit will be whatever the payments and earnings through the years can produce. Thus, a cut in state contributions as recommended by Clements would absolutely guarantee reduced benefits. (For an instructor earning $30,000 in 12 months, a 1.5 percent reduction in state contributions would result in the loss of $450 cash investment in the first year *alone*, without consideration of loss of earnings on that investment or the compounding effects over the life of an annuity contract.)

Again, TJCTA representatives joined with those of other educator associations in opposing efforts to reduce state ORP contributions. In testifying against a bill to reduce the state contribution from 8.5 percent to 7.5 percent for the next two years, TJCTA executive secretary Charles Burnside told lawmakers that the measure would have the effect of "taking money right out of the annuity accounts of 7,000 ORP annuitants among the community junior college educators in Texas." The direct loss in retirement contributions for junior college employees would be approximately $5 million during the 1987-89 biennium, Burnside pointed out. The bill passed the House of Representatives but was killed in the Senate in what was regarded as a major victory for the teacher organizations.

ROBERSON SEEKS REAPPOINTMENT TO TRS BOARD OF TRUSTEES

C. A. Roberson, executive vice chancellor of the Tarrant County Junior College District is a candidate for reappointment to the Board of Trustees of the Teacher Retirement System.

Under provisions of a law passed in 1979, one member of the TRS board must be appointed from the ranks of active employees in higher education. TJCTA was active in efforts for the enactment of that legislation.

Roberson was appointed to the higher education position on the board in 1981. He is the only candidate to submit the required number of signatures to have his name on the 1987 ballot. Gov. Bill Clements will make the appointment to the TRS board for a term expiring in 1993.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

CODE OF PROFESSIONAL ETHICS

Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order more adequately to express the affirmation of our professional responsibilities, we the members of the Texas Junior College Teachers Association do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues* and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the rights and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

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*In this Code the term "colleague" refers to administrators, teachers, non-academic personnel, and any other persons employed by colleges in the educational enterprise.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

POSITION STATEMENTS

Following are the texts of eleven Position Statements on issues of concern to Texas community junior college educators. The statements were produced by the TJCTA Professional Development Committee, unanimously adopted by that committee, endorsed by the TJCTA Executive Committee — also unanimously, and, finally, approved by the general membership in the association's annual conventions. The statements thus became formal expressions of the organization's membership on the vital topics they address.

ACADEMIC INTEGRITY

(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of academic integrity for years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We fully accept the responsibility of college teachers to establish and maintain standards of excellence in the courses they teach.

2. We recognize the need for consistency and fairness in the evaluation of student performance.

3. We fully recognize the need to maintain public confidence in the academic integrity of our colleges.

4. We know that inflated grades have cheapened value, and therefore we strongly affirm the need to strengthen and preserve credible measures for evaluating student performance.

Operational Elements

The separately constituted and governed members of this Association may choose to implement these principles in different ways. This probable diversity stems from differences among institutions in the State. Examples of possible approaches include the following:

1. Each member of this Association should support and encourage excellence in teaching and learning in his or her institution.

2. Each teacher should continually evaluate the teaching and learning in his or her courses.

3. Each institution should maintain an awareness of academic aptitude levels for each entering freshman class and share that information appropriately with its teachers.

4. Each institution should establish and vigorously uphold reasonable and responsible standards of academic performance for students and teachers.

5. Each institution should adopt adequate procedural safeguards for grade appeal which are explicitly stated and appropriately published.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic integrity. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which evaluation of student performance is conducted.

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STUDENT RECRUITMENT AND INSTITUTIONAL INTEGRITY

(Adopted March 6, 1981)

Statement of Principles

The principles enumerated below have been among the cornerstones of institutional integrity for some years. We reaffirm them here to provide a fuller view as an Association of our beliefs and expectations for the future.

1. We recognize the legitimate interest of a college in defining clearly its mission and services and in identifying the people it serves and those it might serve in the future.

2. We recognize also the inseparable relationship among adequate enrollment, fiscal solvency, and institutional survival.

3. We acknowledge that possible solutions to the problem of declining enrollment should be carefully considered and implemented only when consistent with behavior which is ethical and appropriate for higher education.

4. We know that lowering academic standards or relaxing degree requirements for the purpose of increasing enrollment is not in the interests of the public or our profession.

5. We believe that institutions should refrain from engaging in undignified competitive practices in recruiting students which jeopardize the credibility of all institutions and higher education itself.

6. We ask each member of the Association to support the commitment to offer the highest quality education to our students. The most effective promotional and recruitment activity of any college is, after all, good teachers teaching well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the growing competition for students. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student recruitment is conducted.

* * *

STUDENT RETENTION

(Adopted March 6, 1981)

Principles

With an anticipated decline in enrollment, greater emphasis is being given to retaining students. The principles enumerated below have been among the cornerstones of instructional integrity for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We believe that any student retention policy should be aimed at educational accomplishment rather than merely holding students for fiscal reimbursement by the State.

2. We believe that academic standards must not be lowered to retain students.

3. We believe that all components of a college, *not just teachers*, are responsible for student retention.

4. We accept the responsibility of college teachers to encourage and assist students in the completion of any college work undertaken.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. Examples of possible approaches include the following:

1. Teachers should strive to help each student reach his or her potential as a scholar and as a human being.

2. Administrators should strive to schedule classes at appropriate hours, provide adequate facilities, and maintain reasonable class size.

3. Support Services personnel should strive to meet student needs and requirements with efficiency, dispatch, and compassion.

4. Maintenance personnel should strive to maintain physical plant conditions which enhance teaching and learning.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding student retention. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student retention is sought.

ACADEMIC MARKETING

(Adopted March 6, 1981)

Some colleges are considering academic marketing as a solution to the problems of declining enrollment and financial pressure. Academic marketing refers to the application of business marketing techniques to identify, attract, and satisfy students.

Principles

The Texas Junior College Teachers Association urges that in all college marketing efforts great care be taken to preserve the special nature of the educational enterprise. Not all business practices can be—or should be—adopted by educational institutions. While the future of any college depends on its ability to attract and retain students, any possible solution to the problem of declining enrollments, including academic marketing, should be implemented only when appropriate for higher education and when consistent with academic integrity.

1. Special care should be taken in the use of outside consulting firms which may not be sensitive to the unique nature of the enterprise of education. Excessive use of business terminology (*e.g.,* "selling our product," "the educational market place") is inappropriate and misleading to ourselves and to our students as to the role of education.

2. Lowering academic standards and revising curricula for the purpose of relaxing degree requirements to increase enrollment cannot be defended.

3. An institution should not pretend to market what it does not or cannot provide. For example, remedial students should not be promised their needs can be met if no programs exist for them.

4. Marketing efforts should be weighted initially toward retention rather than recruitment.

5. Educational marketing is the responsibility of the entire college, not any single entity of it. Faculty evaluation, therefore, should be based on the *quality* of teaching, not just the number of students or contact hours generated.

The best marketing procedure for any college is to offer its students the highest quality education; the best marketing activity of any college teacher is to teach well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic marketing. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures for academic marketing.

* * *

FACULTY DEVELOPMENT LEAVE

(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and professional growth for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Public two-year colleges in Texas may grant leaves of absence for professional development with pay. *Vernon's Texas Civil Statutes, Texas Education Code, Chapter 51, Section 51.105(a).*

2. The community junior colleges of the State should define professional development to include leave grants for carefully selected professionals whose endeavors could not be attempted if such grants were not available.

3. Professional development leaves benefit the individual recipients, their communities, their institutions, their colleagues, and their students.

4. At no time should the quality of teaching suffer due to the absence of teachers on professional development leaves. Leave grants must be subject to the availability of quality replacements.

Operational Elements

For those colleges functioning on critically tight budgets, only those leave grants which involve no additional expense may be feasible. An occasional leave grant which does not increase the college's operating budget may be preferable to no leave grant program at all.

Colleges should consider allocating professional development funds to include leave grants. The leave grant programs themselves may generate monies for the professional development budgets because in those instances in which colleges save money by granting leaves, the savings can be channeled into their professional development budgets.

Examples of possible approaches include the following:

1. The faculty member on faculty development leave may be paid one-half of his or her nine-month salary while the college retains the other half plus any Social Security contributions for that amount, if applicable.

2. A faculty member on professional development leave may be revitalized professionally for a semester or a year while retaining all or partial income benefits. Faculty development leaves may be granted for study, research, writing, consultation, work in industry, or other appropriate purposes.

3. The instructional cost differential obtained through the use of temporary or part time teachers in replacement of the faculty member on leave may enable the college to avoid any additional expense in providing for paid faculty development leave.

Communication of these principles and operational guidelines is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development leave with pay. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty development leaves are sought.

DISCRETIONARY COMPENSATION

(Adopted February 19, 1982)

Principles

Because the issues in discretionary merit pay have a direct bearing on the lives and well-being of our members and all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed here by the Association in regard to compensatory procedures to provide a fuller view of our beliefs and expectations for the future.

1. We fully accept the relationship between work performed and compensation received.

2. We seek supervision and evaluation which ensure the best professional teaching as a public service.

3. We recognize in principle that incentives may strengthen morale and encourage imaginative and energetic teaching.

4. We affirm, however, that merit incentives involving compensation for teaching effectiveness should be implemented *only* with approval and willing cooperation of the teachers affected by them.

5. We affirm that merit pay cannot in *any* instance substitute for the priority of adequate faculty salaries. Neither can it replace good facilities, satisfactory working conditions, nor effective supervisory services as conditions for high faculty morale.

6. We affirm that the use of discretionary merit pay is improper and unethical as a means of coercing allegiance to an administration or of infringing upon the right of a teacher to speak the truth as he or she sees it.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. However, where discretionary merit pay is an acceptable form of incentive to teachers, we assert the following guidelines as necessary and proper to reduce unprofessional rivalries and divisiveness:

1. A faculty should participate in the creation of any merit pay policy under which they work, including the drafting of the definition of merit and the methods and criteria used to identify it.

2. The criteria for the awarding of merit pay should be well-defined, well-publicized, and clearly understood by all groups affected by them.

3. A merit pay policy must be directed at describing a teacher's performance of his or her duties, not the teacher's popularity with the college administration or his or her students, nor the number of students enrolled in the teacher's classes.

4. Merit determinations are a form of employee evaluations and inevitably involve some judgment and subjectivity. Therefore, the administrators of a merit pay policy must be held accountable for the administration of a policy in a manner that is both fair and uniform to all teachers. Procedures for appeal and periodic review by faculty committees are forms of administrative accountability.

We hope the communication of these principles and operational guidelines leads to greater understanding and constructive dialogue about the important issues surrounding discretionary compensation. We stand ready as an Association to work with all interested groups in discussion of the policies and procedures under which merit pay is sought.

ACADEMIC FREEDOM AND RESPONSIBILITY

(Adopted February 19, 1982)

Academic Freedom

Texas community junior colleges, like all other institutions of higher education, serve the common good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute our position on academic freedom:

1. Faculty members of Texas community junior colleges are appointed to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher's right to teach preserves the student's right to learn.

2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities which should reside primarily with the faculty: planning and revising curricula, selecting textbooks and readings, selecting classroom films and other teaching materials, choosing instructional methodologies, assigning grades, and maintaining classroom discipline.

3. Faculty members of Texas community junior colleges are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.

4. Prior restraint or sanctions should not be imposed upon faculty members of Texas community junior colleges in the exercise of their rights as citizens or duties as teachers. Nor should faculty members fear reprisals for exercising their civic rights and academic freedom.

5. Faculty members of Texas community junior colleges have a right to expect their governing boards and administrators to uphold vigorously the principles of academic freedom and to protect their faculties from harassment, censorship, or interference from outside groups and individuals.

Academic Responsibility

The academic freedom of Texas community junior college faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their institutions, and their communities. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members of Texas community junior colleges should be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.

2. Faculty members of Texas community junior colleges are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, should attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.

3. Faculty members of Texas community junior colleges recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.

4. Faculty members of Texas community junior colleges recognize that the public will judge their institutions and their profession by their public conduct. Therefore, faculty members should always make clear that the views they express are their own and should avoid creating the impression that they speak or act in behalf of their employing institutions or of their profession.

FACULTY RENEWAL AND DEVELOPMENT PROGRAMS

(Adopted February 25, 1983)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and development programs for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and performance.

2. Faculty members also recognize that excellence in teaching requires more than competence in their disciplines. They know that teaching excellence is enhanced when faculty members have opportunities to renew themselves emotionally and physically as well as academically.

3. Faculty members, therefore, are concerned with a wide range of activities which promote the values and sensitivities that support classroom instruction.

4. Faculty members and their institutions share an equal responsibility for faculty renewal and development. Faculty members must assume the initiative for their own development; institutions must provide the incentives and rewards.

Operational Elements

Faculty renewal and development programs—including faculty grants, stipends, developmental leaves, and sabbaticals—can be prudent investments of the resources of institutions in the integrity of instructional programs, and a demonstration of continued commitment to the well-being of faculty. In return for the investment, institutions benefit from stronger instructional programs.

The separately constituted and governed institutions of the state may choose to implement these principles in different ways in the operation of faculty renewal and development programs. However, we assert the following elements as necessary to ensure orderly and productive faculty renewal and development programs.

1. Institutions should provide adequate financial incentives for faculty renewal and development.

2. Faculty renewal and development programs should provide financial support to faculty members for improving the quality of the instruction; for enhancing instructional strategies; for continuing to reevaluate and redesign curricula; and for special opportunities for research which promise benefits to students, teachers, and institutions.

3. Faculty renewal and development programs should be based upon a stated philosophy or rationale. These programs should clearly state eligibility requirements, define guidelines for application, and ensure equitable treatment for all applicants.

Communication of these principles and operational elements is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development programs. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures which promote increased interest in faculty renewal and development in the Texas community junior colleges.

EVALUATION OF FACULTY PERFORMANCE

(Adopted February 25, 1983)

Principles

Because the issues in the evaluation of faculty performance have a direct bearing on the lives and professional security of all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed by the Texas Junior College Teachers Association.

1. Evaluation of faculty performance should take place under policies which declare an institution's values regarding instruction and which make clear its expectations of teachers.

2. No single effective model for faculty evaluation can accommodate the diversity of Texas community junior colleges.

3. The development and implementation of a faculty evaluation policy must be the shared responsibility of both faculty and administration. A policy must ensure that no faculty member be subject to an evaluation characterized by unilateral judgments based upon insufficient data and casual procedures.

4. The criteria for evaluation should be diverse, broadly based, clearly stated, and disseminated to faculty. The procedures for applying these criteria and the time schedule for the evaluation process should be specified.

5. Successful faculty evaluation depends upon open, mutually receptive communication between those who are evaluated and those who evaluate.

6. Evaluation of faculty performance inevitably involves judgment and subjectivity. Therefore, the administrators of an evaluation policy should be judicious in recognizing the complex nature of teaching, the broad range of effective teaching styles, and the variety of teaching methods. Procedures for the appeal of the results of evaluation and periodic review of evaluation policies by faculty are necessary.

7. Evaluation policies must recognize the concepts of academic freedom and responsibility and must provide for due process whenever grievances arise.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the evaluation of faculty performance. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty evaluation is conducted.

STUDENT CONDUCT AND DISCIPLINE

(Adopted February 13, 1986)

To provide for the safety and security essential for effective learning and to guard the rights of students, faculty, and staff, the Texas Junior College Teachers Association affirms that each Texas community junior college should:

1. Acknowledge its obligation to assure the safety of students, faculty, and staff in all college related matters whether on or off campus.

2. Adopt a student disciplinary code clearly stated and rationally related to the goal of assuring a safe environment for students to learn and teachers to teach. The student disciplinary code should include at least the following elements:

   a. A statement of purposes for the code;

   b. A partial list of actions, whether committed on or off campus, which will render a student subject to disciplinary action;

   c. A list of authorized disciplinary actions that may be imposed upon a student;

   d. A detailed statment of clearly defined procedures which will be followed when a student is alleged to have violated campus regulations;

   e. A statement of further actions which may be taken by the college district.

3. Actively seek criminal prosecution for actions by students and non-students which violate federal or state criminal laws and initiate appropriate civil litigation for the recovery of damages.

4. Provide adequate legal assistance for employees involved in litigation resulting from actions on and off campus directly related to fulfilling their duties to the college.

This statement is intended to promote understanding and constructive dialogue concerning student discipline and the rights of students, faculty, staff, and trustees of community junior colleges in Texas. As an Association we stand ready to work with all groups in discussion of student discipline policies and procedures.

FINANCIAL EXIGENCY, REDUCTION IN FACULTY, AND PHASING OUT PROGRAMS

(Adopted February 19, 1987)

Principles

Because a substantial number of Texas community junior colleges have no contingency plans for an orderly change in philosophy, mission, significant decreases in enrollment, or *bona fide* financial exigency requiring a reduction in faculty, the Texas Junior College Teachers Association affirms the following principles:

1. A policy for financial exigency, reduction in faculty, and/or the phasing out of institutional programs must provide for the fair and equitable treatment of all faculty involved.

2. Faculty representatives should participate in the development of a policy affecting so fundamentally their professional careers and economic welfare.

3. A policy providing for the termination of employment should include at least the following:

   a. A definition of financial exigency as well as the conditions which necessitate a reduction in staff or phasing out institutional programs.

   b. A statement of objective criteria for reduction in staff.

   c. A statement of orderly safeguards allowing for appeal and protecting rights of due process as provided for in *Policy Paper I*, Appendix II, Coordinating Board, Texas College and University System.

   d. A statement of methods and procedures for determining benefits and benefit periods for faculty affected by reduction.

   e. A statement of methods and procedures for reemployment of faculty.

Operational Elements

Before implementing a plan for financial exigency, reduction in faculty, or phasing out programs, an institution should:

1. Provide faculty affected by reductions with appointments in related areas, provided they are qualified professionally to teach in such areas and such positions are available.

2. Provide reasonable notice to faculty permitting them to acquire qualifications to accept appointment in related teaching fields or disciplines where positions are available.

3. Offer the option of early retirement to full-time faculty.

4. Reduce part-time faculty in disciplines or programs in order to retain full-time faculty. Full-time faculty status should always take precedence over part-time status where qualifications and assignments are similar.

5. Offer options which will maintain full-time faculty status but redefine the terms of employment. Such options might include a reduction in the workload with a proportionate reduction in compensation or an increased base workload.

The Professional Development Committee of the Texas Junior College Teachers Association stands ready to assist any institution or any faculty organization in the development of a fair and equitable plan for financial exigency, reduction in faculty, or phasing out of institutional programs based upon these principles and operational elements. This assistance may take the form of consultation with the Committee (or its representatives) and/or making available specific model policies through the State Office of the Association.

YESTERDAY...TODAY...TOMORROW
SERVING YOU

Here are some of the ways TJCTA served its members during the past year...

- Expended more than $22,000.00 in attorney's fees to provide expert legal advice to 29 members from 24 colleges
- Provided formal testimony before committees of the Texas Legislature on 9 occasions
- Was the *only* professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the expansion of Corpus Christi State University into a four-year institution
- Published and distributed 7 issues of a *Legislative Update* apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by 153 faculty leaders from 51 campuses
- Responded to requests for advice and information from members of governing boards at 7 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 13 campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Provided members access to a no-fee discount buying service
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention — the *largest* meeting of community junior college educators in the nation, which included...
  - More than 100 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on "Teachers and Taxes"
  - A session on development and implementation of televised instruction
  - A seminar for retired and "soon-to-be-retired" educators
  - An exhibition of Texas community junior college Sesquicentennial Projects
  - Almost 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance coverage

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
Membership Enrollment Form

☐ Dr.
☐ Mr.
☐ Mrs. ______________________________
☐ Miss *First Name* *Middle Name or Initial* *Last Name*
☐ Ms.

College ______________________________
(If more than one campus, indicate your campus.)

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☐ UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15

NOTE: Annual dues include $5 for subscription to the *TJCTA Messenger*.

Membership Period: September 1, 1987–August 31, 1988.

MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to:

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TJCTA

MESSENGER

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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VOLUME XIX WINTER 1988 NUMBER 2

FACULTY SALARIES INCREASE ... BUT NOT MUCH!

Faculty salaries at public community junior colleges in Texas rose in 1987-88 over the preceding year—but only slightly. While a few colleges made significant improvements in their faculty salary schedules, most schools managed only modest increases and several had no raises at all. These were the findings of the annual study of faculty salaries for the 1987-88 academic year conducted by the Texas Junior College Teachers Association.

Largest salary increases came at Hill College and El Paso Community College, where raises of 10 percent and 9 percent respectively were reported.

A tabular report of this year's TJCTA salary study appears on page 3 of this issue of the* Messenger. *A table comparing salaries for the past four years appears on page 10.

This is the eleventh consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state's public two-year colleges. All 49 community junior college districts participated in this year's study. Two schools, South Plains College and Vernon Regional Junior College, reported that they have no adopted faculty salary schedules. A number of other districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

The TJCTA salary survey is based on responses to questionnaires submitted directly by officials at all of the public community junior college districts. Responses are accompanied by copies of the institutions' adopted faculty salary schedules. Questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors in their first, sixth, and eleventh consecutive years of employment.

"Our salary study is generally recognized as the most reliable compilation of salary data available," said TJCTA state president Mary Parker. She pointed out that the TJCTA survey is based on institutional salary schedules, allowing for absolute objectivity. "We believe it is important to collect and report data accurately so that when comparisons are made using the TJCTA study it can be safely assumed that one is comparing 'apples with apples,'" Ms. Parker said.

"We sometimes receive suggestions that a study be based on annual compensation figures reported on W-2 forms," according to Ms. Parker. While acknowledging that such a study would be interesting, it wouldn't be useful in comparing compensation among the schools. "Since the principal purpose of the TJCTA study is to enable readers to see how one college compares with the others at various points in their salary schedules, it wouldn't be realistic to compute pay for overloads, extra-duty assignments, summer work, etc., in the study," Ms. Parker said. She pointed out that some colleges have strict policies to limit (or even prohibit) overloads, while other districts encourage faculty to teach overloads. Similarly, some districts restrict faculty to teaching no more than one summer term, while others permit their faculty to teach virtually year 'round. Additionally, teachers in some disciplines, like English and history, might be given opportunities to teach summer classes and overloads regularly, while those in other fields sometimes find that course offerings in their disciplines are severely limited.

The TJCTA salary study is much more accurate for comparison purposes than those which report "average budgeted salaries," Ms. Parker pointed out. "In those surveys, the older colleges have a distinct advantage over districts formed within relatively recent years, since large numbers of veteran faculty members are placed at the higher end of the salary schedule, in effect 'loading' the studies in favor of the long-established schools."

An analysis of the survey results points out continued wide differences in salaries offered among the schools. For example, a beginning teacher holding a master's degree will be paid as little as $17,893 at one college and as much as $26,300 at another—a variation of 47 percent. The disparity continues after five years' experience, from a low of $20,194 to a high of $27,690 (a 37 percent variation). And in the eleventh year of work the difference persists: $22,137 to $28,302 (a 40 percent variation).

Salary extremes are more pronounced for teachers holding doctoral degrees. Beginning salaries range from $20,000 to $32,700, a variation of 63.5 percent. After five years teachers with doctorates receive salaries from $23,073 to $33,700 (a 46.1 percent variation); and after ten years salaries for those instructors range from $25,634 to $34,700 (a 35.4 percent variation).

Salary comparisons such as these are not made without risks. Costs of living vary—sometimes significantly—from city to city. And, depending on one's personal preferences, the quality of life and the working environment of one location might well justify a substantial salary differential. The salary variations are significant, nonetheless; and are quite likely—at the least—to intensify frustration and impatience for those at the lower end of the salary continuum.

FACULTY PURCHASING POWER CONTINUES TO LAG

The table below shows the change in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 3.5 percent for 1987 over 1986.

State Average Salaries—Master's Degree			Percent Increase	Change in Purchasing Power
	1986-87	1987-88		
First Year	$21,271	$22,010	3.47%	- .03%
Sixth Year	23,428	24,207	3.33%	- .17%
Eleventh Year	25,383	26,208	6.31%	+ 2.81%

PRESIDENT'S MESSAGE

It has been a busy fall for this year's group of TJCTA workers. Most of your committees have met and begun their year's work.

The Professional Development Committee's fall Leadership Conference was a great success. This committee has also discussed and collected information on several current issues. Their work on the status of the basic skills test has resulted in the article in this issue, and a panel discussion is planned for the convention. Issues surrounding the development of this test, implementation of the remedial work, and interpretation of the results will be some of the most important issues facing community college educators in Texas in the next few years. I hope many of you will take advantage of the opportunity to learn more about these issues at the panel discussion on Friday during the convention.

The Legislative Committee has recommended Rep. Tom Uher as "Legislator of the Year" for his work supporting community college funding, and has begun discussing what should be in our 1989 legislative agenda. The Membership Services Committee is overseeing all the usual membership services, including setting up the placement center at the convention, and is planning some very interesting seminars. They are also evaluating our insurance endorsements. If you have opinions on the value of these endorsements, please let this committee know what you think. The Membership Committee discussed various ways of promoting membership this year. An important product of this discussion was the more specific list of TJCTA services that you saw during the early part of our membership campaign. The Nominating Committee has secured a fine slate of candidates for office, and encourages each of you to learn about the candidates and exercise your right to vote, either by absentee ballot or on Friday at the convention.

The Editorial Review Board is serving its purpose well, as is evidenced by our increasing member participation in the *Messenger*. We hope that the articles by members have been interesting to you. We would welcome *your* input, either as suggestions, articles, or a "Letter to the Editor." Member articles or letters do not represent the official view of TJCTA, of course. We hope that this vehicle will increase the amount of dialogue among our members about issues of mutual interest.

The Executive Committee has discussed many topics relevant to the well-being of TJCTA. One product of that discussion is an explanation of TJCTA's policies and procedures concerning assistance to our members with grievances. That explanation appears in this issue. Assisting our members to secure due process and fair treatment in their jobs has been one of our major tasks over the years, and we are proud of our work in this area. We hope that this statement will help all of our members to understand this work more fully.

Coordinating Board Committees

I have been serving on two advisory committees of the Texas Higher Education Coordinating Board this year. The *Communications Advisory Committee* is composed of the presidents of various groups of Texas two-year college educators, and several public information officers. The committee's two main responsibilities are: (1) To develop and implement an overall broad-based public information plan to build a more coherent statewide image for our community-based institutions; and (2) To establish a communications network.

An important aspect of developing a positive coherent statewide image for two-year colleges is developing common numbers and sets of facts about the job we have been doing. We will be providing information, and sets of "generic" promotional materials to the colleges for their use in Community College month in February.

The *Formula Advisory Committee* has conducted the 1987 cost study and recommended rates to the Coordinating Board. We decided not to recommend any changes in the categories on which the formulas are based this year. We will be meeting next spring to consider several proposals for "incentive" funding for special purposes such as increasing minority recruitment and retention. Clearly, any incentive funding outside of the formula will be quite controversial. This is certainly a good year for us to have some faculty representation on this committee. I will notify as many of you as possible about details of the proposals as soon as I have them, and I'll be very interested in your views.

I know that you will be disappointed in the fact that our salary study has more blanks in it this year than before. As explained elsewhere, fewer schools are using salary scales in a way that enables one to make the comparisons we have been making. We have chosen to leave blanks rather than to report numbers that are not comparable. This salary study is one of the most important services we provide to you, and we try to make it as useful to you as we possibly can. This requires some choices between quantity and quality of data. If you have questions, comments, or criticisms about how we did it this year, I strongly urge you to write to me.

I'm looking forward to the February convention. After this year's political struggles, it's time to celebrate the work we welcome and share—our teaching. We have some excellent speakers lined up to renew our enthusiasm for the hard and rewarding tasks we do every day. And we'll inspire each other, as we always do, with our conversations about one of our main topics: "We Care...We Teach."

Mary R. Parker

TJCTA
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MARY R. PARKER
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

SURVEY OF FACULTY SALARIES — TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES — 1987-88

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

COLLEGE DISTRICT	BASE SALARY Nine Month Contract (Twelve-month salaries converted to nine-month basis)																							
	Beginning Salary (First Year of Service—No "Step" Increases)								After Five Consecutive Years (Sixth Year of Service)								After Ten Consecutive Years (Eleventh Year of Service)							
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 37)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 39)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 47)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 46)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 31)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 33)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 37)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 37)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 29)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 31)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 36)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 36)
Alamo Community College District	$20,288	19	$20,288	21	$21,820	26	$25,208	29	$22,513*	16	$22,513*	18	$24,211*	18	$27,973*	22	$24,735*	12	$24,735*	15	$26,602*	16	$30,736*	19
Alvin Community College	21,383	11	19,214	31	21,383	29	25,110	31	24,789	5	22,275	20	24,789	14	29,109	13	28,738	1	25,822	8	28,738	5	33,744	5
Amarillo College	—		20,223	22	21,147	34	24,847	33	—		22,773*	15	23,697*	24	27,397*	25	—		24,611*	16	25,993*	22	29,947*	23
American Educational Complex	—		24,600	1	26,300	1	32,700	1	—		25,600	3	27,300	2	33,700	1	—		26,600	4	28,300	6	34,700	1
Angelina College	20,388	18	20,388	20	21,936	25	25,320	28	22,608	15	22,608	17	24,156	19	27,540	23	24,828	11	24,828	14	26,376	17	29,760	24
Austin Community College	21,072	12	21,072	13	21,072	35	22,647	42	21,072	24	21,810	23	21,620	33	24,671	34	22,716	23	24,930	12	24,360	28	21,072	25
Bee County College	16,471	37	18,468	35	22,175	21	26,765	15	18,394	31	20,391	29	24,131	20	28,723	16	20,305	28	22,302	27	26,100	20	30,690	20
Blinn College	—		—		24,500	3	28,500	5	—		—		25,750	10	29,750	10	—		—		27,000	11	31,000	17
Brazosport College	18,000	34	—		18,000	45	—		No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Cisco Junior College	19,908	22	19,908	25	20,508	41	23,508	40	21,708	19	21,708	24	22,308	31	25,308	33	23,508	19	23,508	22	24,108	31	27,108	33
Clarendon College	19,800	23	19,800	27	23,700	11	25,700	22	20,800	27	20,800	28	24,700	15	26,700	30	21,800	25	21,800	28	25,700	24	27,700	32
College of the Mainland	—		—		21,963	23	25,713	24	—		—		24,249	16	28,390	18	—		—		26,773	15	31,345	14
Collin County Community College District	—		—		22,986	15	25,248	30	—		—		—		—		—		—		—		—	
Cooke County College	16,925	36	17,450	38	18,000	45	20,000	46	19,615	28	20,170	30	20,725	36	23,700	35	22,395	24	22,950	25	23,510	33	26,475	34
Dallas County Community College District	—		—		22,000	22	28,000	9	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Del Mar College	22,450	6	22,450	8	24,050	7	28,315	6	24,950*	3	24,950*	4	26,550*	6	30,815*	6	26,450*	4	26,450*	5	28,050*	7	32,315*	10
El Paso Community College	20,903	13	21,449	12	22,767	17	26,222	17	23,135	11	23,740	8	25,198	11	29,023	14	25,605	7	26,276	6	27,889	9	32,122	11
Frank Phillips College	18,100	32	19,100	32	20,600	40	22,600	43	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Galveston College	19,100	30	19,100	32	20,617	39	24,452	38	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Grayson County College	21,919	8	21,919	10	22,419	19	24,468	37	22,944	13	22,944	13	23,444	26	25,836	32	24,585	13	24,585	17	25,085	26	28,501	29
Hill College	20,552	17	20,552	18	21,606	27	25,822	20	23,187	10	23,187	11	24,241	17	28,457	17	—		—		26,876	13	31,092	16
Houston Community College System	20,025	20	20,025	23	21,294	31	23,481	41	22,455	17	22,455	19	24,039	22	27,171	27	24,885	10	24,885	13	26,784	14	30,861	18
Howard College	19,404	26	19,404	30	20,892	38	24,861	32	21,333	23	21,333	26	22,822	28	26,791	29	23,263	20	23,263	24	24,751	27	28,720	27
Kilgore College	21,681	10	22,639	6	23,703	10	26,891	14	23,801	7	24,759	6	25,823	9	29,011	15	25,921	6	26,879	3	27,943	8	31,131	15
Laredo Junior College	19,200	29	19,450	29	20,900	37	24,500	36	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Lee College	23,133	2	23,133	4	24,361	4	28,295	7	25,839	1	25,839	2	26,824	4	30,758	7	28,302	2	28,302	1	29,405	3	33,339	7
McLennan Community College	20,871	14	20,871	15	23,636	12	28,661	3	23,611	8	23,611	9	26,376	8	31,401	3	24,159	15	24,159	19	26,924	12	34,141	3
Midland College	—		—		24,258	6	27,268	11	—		—		26,508	7	30,268	8	—		—		28,758	4	33,268	8
Navarro College	—		—		24,000	8	27,000	13	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
North Harris County College District	—		—		24,315	5	27,915	10	—		—		27,690	1	31,290	4	—		—		31,065	1	34,665	2
Northeast Texas Community College	21,901	9	21,901	11	23,252	14	27,038	12	—		—		—		—		—		—		—		—	
Odessa College	22,600	5	22,600	7	22,600	18	26,000	18	24,800	4	24,800	5	24,800	13	29,700	11	27,300	3	27,300	2	27,300	10	33,800	4
Panola Junior College	20,800	15	20,800	16	21,500	28	26,000	18	23,050	12	23,050	12	23,750	23	28,250	19	25,300	9	25,300	10	26,000	21	30,500	21
Paris Junior College	19,329	27	17,896	37	19,329	43	21,154	44	21,496	22	20,055	31	21,496	35	23,404	36	24,231	14	22,798	26	24,231	29	26,132	35
Ranger Junior College	17,171	35	14,495	39	17,893	47	20,464	45	19,273	29	16,216	33	20,194	37	23,073	37	21,401	26	17,972	31	22,446	35	25,634	36
San Jacinto Junior College District	23,231	1	23,231	3	23,457	13	25,457	27	24,581	6	24,581	7	24,806	12	26,806	28	25,931	5	25,931	7	26,156	18	28,156	30
South Plains College	No salary schedule in effect								No salary schedule in effect								No salary schedule in effect							
Southwest Texas Junior College	22,150	7	22,150	9	23,950	9	26,450	16	23,275	9	23,275	10	26,750	5	29,550	12	23,275	21	23,275	23	29,550	2	32,650	9
Tarrant County Junior College District	22,900	4	22,900	5	22,900	16	24,700	35	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Temple Junior College	19,563	25	19,563	28	21,375	30	30,400	2	21,063	25	21,063	27	22,875	27	31,900	2	21,063	27	21,063	29	22,875	34	33,400	6
Texarkana College	19,732	24	21,055	14	22,186	20	25,587	25	21,621	20	22,940	14	24,074	21	27,473	24	23,696	18	25,018	11	26,153	19	29,550	26
Texas Southmost College	18,088	33	18,088	36	21,200	32	28,258	8	19,127	30	19,127	32	22,137	32	29,817	9	20,079	29	20,079	30	22,137	36	31,373	13
Trinity Valley Community College	20,700	16	20,700	17	21,200	32	25,700	22	22,200	18	22,200	21	22,700	29	27,200	27	23,700	17	23,700	21	24,200	30	28,700	28
Tyler Junior College	20,000	21	20,000	24	20,000	42	24,800	34	22,628	14	22,628	16	22,628	30	28,059	20	25,602	8	25,602	9	25,602	25	31,746	12
Vernon Regional Junior College	No salary schedule in effect								No salary schedule in effect								No salary schedule in effect							
The Victoria College	22,970	3	23,899	2	24,828	2	28,551	4	25,108	2	26,226	1	27,156	3	30,879	5	Salary increases are not automatic							
Weatherford College	19,320	28	20,475	19	21,945	24	24,255	39	21,000	26	22,155	22	23,625	25	25,935	31	23,100	22	24,255	18	25,725	23	28,035	31
Western Texas College	—		19,804	26	20,944	36	25,734	21	Salary increases are not automatic								Salary increases are not automatic							
Wharton County Junior College	19,000	31	19,000	34	19,000	44	25,500	26	21,500	21	21,500	25	21,500	34	28,000	21	24,000	16	24,000	20	24,000	32	30,500	21
AVERAGE SALARY	*$20,298*		*$20,514*		*$22,010*		*$25,784*		*$22,371*		*$22,523*		*$24,207*		*$28,212*		*$24,168*		*$24,296*		*$26,208*		*$30,642*	
MEDIAN SALARY	*$20,288*		*$20,388*		*$21,945*		*$25,707*		*$22,513*		*$22,608*		*$24,156*		*$28,250*		*$24.159*		*$24.611*		*$26.155*		*$30,799*	

*NOTE: Reported salaries do *not* include stipends for advancement in academic ranking: Alamo Community College District ($456 for Assistant Professor, $912 for Associate Professor, and $1,368 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,600 for Assistant Profesor, $3,800 for Associate Professor, and $7,800 for Professor).

A Conversation With
Lieutenant Governor
Bill Hobby

INTRODUCTION: It is hard to imagine any single person who has had more influence over education policy in Texas during the past dozen years than Bill Hobby. As Lieutenant Governor, Mr. Hobby presides over the Texas Senate and thus has a great deal to say about the priorities and programs of higher education. We thought it would be interesting to ask him a few questions about the past, present, and future of Texas, specifically in relation to community junior colleges. The interview was conducted on December 14 in Mr. Hobby's Houston offices by TJCTA President-Elect Larry Shirts and Scott Nelson, Chairperson of the Editorial Review Board.

MESSENGER: Historically, Texas seems to have passed from an agricultural economy, and now through an energy-based one. Is there to be a "post-oil" era? If so, what does it hold for the future of our economy? What will be the role of higher education in the wake of the oil crunch?

HOBBY: Well, a law of convergency operates. The economies of Texas, Louisiana, and Oklahoma were distinctive, especially with regard to the spike in oil prices in the '70s and early '80s. The diminishing of the oil and gas industry was clearly in the cards as early as the late '60s. The rash of drilling that we saw later just had the tendency to flatten out a curve that had already begun. We were getting to look, more and more, like the economies of other states. But of course Texas took a triple whammy: agriculture is always a disaster, and then the peso devaluation was a big hit. To look at the future, you can just look at the different parts of Texas. We have, after all, a very diverse economy. The areas that have been hardest hit from the oil and gas problem are the upper Gulf Coast and the High Plains. The central part of the state, IH-35, if you will, obviously has not felt those effects nearly as much. Some areas, like San Antonio and Houston, have done pretty well in attracting industry to the state. Much of it comes in two main areas: biology-related fields, in which I include medicine, bio-tech, bio-engineering, medical research. All you have to do is drive around to find that there are two industries that are booming in Houston, for instance: medicine and travel, which means aviation. The airports, despite expansion, are overcrowded. Related industries are also booming. These are just two of the bright spots. These kinds of things represent the wave of the future. Obviously, education underlies that kind of development to a much greater degree than it did with the oil business and mining type of industries in general. What we need to do, and have done to a greater degree probably than what we have been given credit for, is create a climate receptive to organized research. And with the additional emphasis that has been put into the last six years (three appropriations bills), we have essentially created a sort of "mini-National Science Foundation." This is valuable as a source of seed money and has a multiplier effect in attracting federal and private research. Texas also needs to do a better job of providing more infrastructure. We do a pretty good job on highways, let's say *A-minus*. In water, we do *B* or *B-plus*. I regard the increased emphasis on secondary and higher education as what we might call "intangible" infrastructure. The feds are receding in their role as up-front banker, and the state has taken some rather dramatic steps in the last four years to use the credit of the state to replace this in the important area of water projects. You can have all the best educational institutions in the world, but if there is not an adequate water supply, industries aren't going to locate here.

MESSENGER: Looking ahead to the 1989 Legislative session (absent any intervening special sessions of the Legislature), if all were to go—let's not say "perfectly," but *well*, in your estimation—what would be some of the major changes to look for in terms of higher education financing? What is your picture of the role that higher education is to play?

HOBBY: I don't know of any major changes to anticipate. After all was said and done, we still came out with almost a 20 percent increase for higher education over the preceding biennium. Now to be sure, this is over a base that all of us consider inadequate. But it nonetheless was a substantial increase. Certainly, my first priority is to preserve the progress we have made and to keep from regressing.

MESSENGER: Although it does not affect junior colleges directly yet, you are probably aware of the litigation brought by plaintiffs in South Texas, challenging the distribution of public school finances. If that effort were to be successful, what would be the effect?

HOBBY: Not to panic over that case. My comments about it, while they are factual, are probably not objective. Since I've been around state government, in almost every session school finance has been a dominant issue. Since the Gilmer-Aikin law in 1949, which served well for 20 years—any any formula is good that can last 20 years—the state has changed from a predominantly rural to a metropolitan state. The plaintiffs in this case correctly state that our State Constitution places extreme emphasis on education from kindergarten through graduate school. Education is the most important thing any state does. Our State Constitution clearly provides that our state act as an equalizer to level out the disparities among school districts. Enormous progress has been made, the most recent example being in 1984 with House Bill 72 [the so-called "school reform bill"]. My remarks about the case are not objective in this sense. Cases like this are usually brought by plaintiffs who, for one reason or another, feel aggrieved by the legislative process—that they haven't been successful in achieving whatever their goal is. But this one is the exact opposite. The plaintiffs in this case have been precisely the ones that have been the *most* successful recently in the legislative process. The most specific manifestation is that in the last session the big losers were wealthier suburban districts. Poorer districts, concentrated heavily in South Texas, were the big winners. So you have the anomaly that the plaintiffs are the ones who most benefited from House Bill 72. There is a conflict between the ideal of equalization and the ideal of excellence. It may be insoluble; at least I don't know how to solve it. The only way to achieve equalization on expenditures would be to put a cap on enrichment at the local level. This also applies to junior college financing, which is also a mixture of local and state funding. I hope the courts will not ever impose a cap on what a district may spend if it wishes. I doubt if the Legislature ever will.

MESSENGER: Do you see a time when every Texan is served by, and pays taxes to, a community college?

HOBBY: Gee, it's pretty nearly true now, isn't it? I would think a very high proportion of the population already is included. All the urban and surrounding areas are.

MESSENGER: Another issue related to South Texas to some extent is the effort during this last session to expand Corpus Christi State University to be a free-standing four-year institution. Our members at Del Mar College were quite upset about that prospect. Of course, it died a somewhat timely death. What do you think are the chances of those kinds of movements in the future?

HOBBY: Well, this is an area where junior colleges have not covered themselves in glory. This comes into play mostly in South Texas because it is an educationally underserved area. But not only in South Texas. There are certain places where this feeling is particularly strong. Corpus Christi, which you mentioned, is one of them. Brownsville is another. Laredo and Victoria... In each of those cases there is a junior college co-located with an upper-level branch. (Well, Victoria is an upper level "branch;" Corpus Christi, an upper level "college." I used to know the distinction, which I've forgotten and everybody else has too, between a "center" and a "branch" and something else. There never was much distinction, really). But

"The great strength of the community college is that it is the most responsive component of the higher education system."

in all those cases, I've made an effort to respond to local demands that are well justified, where they say "we ought to have a four-year college." I hope that does not always translate into "we ought to have our own football team." I guess there's nothing any of us can do about that. So a logical way to approach that is with idea that, okay, we ought to have a university in Corpus Christi or Laredo. Now you can't have a University of Texas or an A&M every hundred miles. Whatever the final form of organization, they're going to be smaller institutions. Now they tend to concentrate mainly in teacher education or business education or health science education. And that ought to be expanded. There ought to be a larger liberal arts component, and perhaps a larger engineering component. At the same time—and this gets into where I said that junior colleges have not covered themselves with glory—I don't want to abandon the local tax base; I don't want to abandon the functions that the junior colleges serve in granting Associate Degrees in the various areas. Incidentally, the great strength of the community college system is that it is the most responsive component of the system of higher education—more than any other component of our education system, higher or lower. A community college, because of the contact-hour funding formula and because it has a local tax base—the local board of regents and whatnot—is going to reflect the needs of the community that it's in much more faithfully than a four-year college. I mean if there's a strong need in an area for mechanical drawing, computer programming, or one of the various health-related fields, well, that's what that junior college is going to produce. So what I have tried to do is to come up with some kind of a system that is purely voluntary—nothing mandatory about it. If, for example, Laredo State University and the Laredo Junior College can get together and achieve the economies that could be done by contractual relationship or however they are authorized, we encourage them to do so. But in each of these cases, Victoria, Laredo, Corpus Christi, and Brownsville, the junior colleges have felt threatened, as if "My God, you're threatening our existence!" and so forth. No, no, nobody's threatening your existence. You're being given the opportunity to enhance your role. Yes, it would involve combining a great many, hopefully most, of your administrative functions. If that's a threat, well, life's full of threats. So really, junior colleges in those areas have not been a help; they've been a discouragement to the expansion of educational services.

MESSENGER: Would you put, for instance, the University of Texas of the Permian Basin, two or three session ago, in that same category?

HOBBY: Well, no. Everything has a distinct legislative history. There, the local communities said that if we gave them an upper-level institution they would never, never come back [asking] for a four-year university. Well, they didn't—until the next session! They kept wanting a four-year institution, even when the enrollment at the upper-level school was low. Now, as frequently happens in the legislative process, as a result of two or three sessions, a pretty good compromise was reached (perhaps it ought to be a model or something) whereby a student could qualify for enrollment in the upper level institution without completing the junior college, but had to take a certain percentage there. My definition of an issue that's settled is that I haven't heard any more about it. So I assume that it's worked out. It struck me as a very intelligent compromise.

MESSENGER: Could you talk just a little bit about the variety of roles that junior colleges play in terms of higher education? For instance, there's a lot of concern these days about adult illiteracy, remedial programs versus transfer courses, and so on. Junior colleges are sometimes accused of trying to be all things to all people…

HOBBY: …Well good for them! More to their credit!

MESSENGER: So you see them as essentially waging war on all the fronts, so to speak? Academic transfers, adult literacy, vocational programs, etc.?

HOBBY: Yes.

MESSENGER: What cause for optimism do you find these days?

HOBBY: Let me use that question as kind of a platform for an observation that is directly related. This is an observation borne of bitter experience from the last several sessions. For reasons that I do not understand, higher education does not have the kind of constituency in the Legislature that you'd expect. I don't know why that is, but it's a fact.

MESSENGER: Are you talking just about two-year schools?

HOBBY: No, higher education in general. Obviously, in any community—and I'm not excluding Houston, Dallas, and San Antonio, but talking even more specifically about the Lufkins, Victorias, and cities in that range—the leadership in the community (the local officials, the Legislators, the bankers, the lawyers, and such) are typically graduates of these institutions. Community colleges claim more and more a part of that. So you would think that since the political and economic leadership comes from that kind of background that they would enjoy more support in the Legislature, but they don't. To refine that a little more, typically higher education enjoys more support in the Senate than it does in the House of Representatives, and that's irrespective of who the presiding officers are in both houses. It might be that I've typically placed more emphasis on higher education than any of the Speakers I've served with, but that is not a criticism of those Speakers. They are reflective of their house just as I am of mine. I don't know what the answer to that is; maybe there isn't one. But education ought to get better organized. I think your junior colleges tend to do a little bit better job of that, probably because they are governed by local elected officials, and may understand the legislative process a little better.

MESSENGER: But one of the things of which we are painfully aware is the fact that although we may teach some 60 or 70 percent of the freshmen and sophomores, we have no people who consider themselves to be our alumni, because those who go on usually become alumni of UT or A&M or whatever. So we don't have the rah rah cheerleaders that the four-year schools do.

HOBBY: Right.

MESSENGER: One of the questions before we run out of time on which we would like some speculation has to do with the issue of revenue. Obviously, we've discussed the subject of declining sources of funds that we once enjoyed in the past. Do you think a corporate income tax or something like that is possible, and if so what role can those of us who want to be in line for splitting that money up do to help the situation?

HOBBY: Well, Texas has underway now—as most states do, when you have about a once-in-a-generation task of really doing a basic tax code revision—an interim committee, a "tax equity commission." I don't know what they will recommend. That's a very needed mechanism. We do have an inequitable tax system in this state right now. People disagree on what part is inequitable and for whom, but most would agree that it is inequitable. So I just participate in that process and support the results.

MESSENGER: *Texas Business* magazine recently gave their "Texan of the Year" award to an "empty saddle." The tone of the article seems to be that there is an absence of leadership for the trying years ahead. It refers, for instance, to your decision not to seek state office in 1990. What do you think of such a view that there is a vacuum of leadership in Texas?

HOBBY: Certainly there won't be a vacuum for the next *three* years, anyway!

MESSENGER: Thanks for allowing us to visit with you, Governor Hobby.

Community Colleges and the Texas Academic Skills Test

William C. Davis
Instructor of Psychology
Texas Southmost College

Throughout the 1980s there have been heated discussions and sober reports on the health of higher education in America. One of the central criticisms to come out of these deliberations has been the condemnation of post-secondary education's inability to provide a guarantee of a basic competency level in academic skills—reading, writing and computation.

William C. Davis

Texas has been a part of this discussion and movement toward reform. The existing situation has been surveyed and the recommendations have been made. The 1990s will be the decade for the implementation of the reforms. In short, the truly difficult and critical work is just ahead of us.

At this juncture, it may be useful to survey the political history of events leading up to the passage of mandated basic skills testing and remedial coursework as enacted by the 70th Texas Legislature (H.B. 2182). From here we can look to the immediate future of test construction activities and the only slightly more distant future impact that uniform basic skills testing will have on the community colleges of Texas.

Although the first wave of educational reform in Texas concentrated on public elementary and secondary schooling, by 1985 the focus began to turn to higher education. In August 1985, the higher education Coordinating Board appointed a committee on testing, chaired by Robert Hardesty, to consider the merits of a state mandated basic skills testing program. For nearly a year, the committee on testing held a series of meetings around the state. Committee members consulted with educators, students, and business and community leaders and deliberated on the problems of measurement and remediation. In addition, the committee scrutinized existing testing programs in New Jersey, Florida, and other states.

While the work of the committee on testing was ongoing, the Legislature created the Select Committee on Higher Education, chaired by Larry Temple. The committee was to investigate the entire scope of higher education in Texas including the issues of basic skills and statewide testing, and make recommendations to the Legislature. The Select Committee made use of the work being done by Hardesty's committee on testing.

In July 1986, the committee on testing published its report, *A Generation of Failure: The Case for Testing and Remediation in Texas Higher Education.* This report and its recommendations were formally endorsed by the the Select Committee in its report to the Legislature in February 1987. The essence of these reports was written into law (H.B. 2182) and enacted by the 70th Texas Legislature.

The rationale supporting H.B. 2182, therefore, is found primarily in the findings and recommendation of *A Generation of Failure.* The report finds that more than 30 percent of Texas college freshmen lack the basic skills necessary to perform effectively in college and that at present there is no universal process in place to assure the public that those skills will be acquired. The committee recommended that all entering freshmen be diagnostically tested on basic skills, advised into remedial courses if they do not possess the tested skills, and not allowed to progress past 60 semester credit hours until all sections of the test are passed. The committee further recommended that test results and effectiveness of remediation be reported to the Coordinating Board and that the tests be developed with active faculty participation. Finally, and most critically, the committee opposed the implementation of testing without adequate funding for test development and especially for remediation.

H.B. 2182 essentially gave these recommendations the force of law. The bill addressed all seven major recommendations except that funding for remediation was deferred until the next legislative session. Also, provision was made to have students bear the unit cost of each test, with exceptions made for the demonstrably needy.

While H.B. 2182 was being enacted, the Texas Education Agency (TEA) was reconsidering its use of the PPST—a test that was essentially a rising-junior academic skills test for education majors. The primary drawback to the test was it was norm referenced rather that criterion referenced and therefore had no utility as a diagnostic test. Students taking the test showed 46 percent initial failure rate on at least one section. Disproportionate failure rates among minority students had also resulted in litigation.

Since TEA was in the market for a new test, it was decided to merge its testing needs with the Coordinating Board's and develop one test that would do for both. Primary responsibility for the test was shifted to TEA because it had an experienced testing bureaucracy already in place and moreover possessed a legal staff to handle likely court challenges.

TEA generated the requests for proposals and National Evaluation Systems, of Amherst, Mass., was chosen to develop the test. As mandated by the Legislature, there will be widely spread avenues of input into the creation of the test. A 19-member Council on Learning Excellence, appointed by the Coordinating Board, will advise on the implementation of the basic skills test for college freshmen.

At present, the TEA, the Coordinating Board, the Council on Learning Excellence, National Evaluation Systems, and faculty and administrators from colleges around the state are in the beginning stages of an 18-month test development cycle.

A pool of over 4,000 faculty and administrators was formed in October. From this number, members of various committees were chosen. Over the next 18 months, the committees will complete the following tasks: identify college level skills, survey Texas colleges for testing and remediation programs currently in place, write test specifications, and develop a program of remediation based upon the test specifications.

The scope of the mandate is too far-reaching to expect anything less than major changes in the community colleges of Texas.

The test development committees have just been selected. Many members of TJCTA and readers of the *Messenger* have been chosen to serve. They will face a myriad of choices and details. Some of the most critical questions can be anticipated:

What is "College Level"?

Any apparent consensus defining college level skills dissolves quickly when exact criteria are discussed. Should proficiency in algebra be a prerequisite skill for college? Are long passages most appropriate for assessing college reading levels, or will short passages do? Should English usage errors found more commonly among native Spanish speakers play a more important part of the Texas test, or a lesser role? All of these questions require answers. The answers are further complicated by the fact that many students have "succeeded" in college courses without necessarily possessing the specific skills identified on any standardized instrument.

How difficult should the test be?

In all probability, the skills on the new test should fall somewhere between the TEAMS tests required for high school graduation and the PPST. *A Generation of Failure* asserts that the TEAMS tests are too low for college use. How large a gap can be justified between the exit criteria of one level of education and the entrance criteria of the next? If the higher level skills of a PPST are required, will the test have diagnostic utility for students who are junior high dropouts seeking occupational training?

Where do we set the cut-off scores?

Methods for establishing these can be less than precise.

When are skills-deficient freshmen retested? How many times do they take the test?

Students who fail one or more sections of the test must take courses to develop skills in the area(s) of deficiency. Must they demonstrate acquisition of those skills by passing the test before they take college level courses? May they, or should they, wait until the 60 semester hour limit to avail themselves of the advantages of having used their academic skills in freshman and sophomore level classes?

What happens to the "Grandfatherly Sophomores" in 1989?

When testing is instituted in fall of 1989, will college sophomores be included? The intent of H.B. 2182 seems to be the early detection and remediation of skill deficits. Testing sophomores in 1989 would appear to place before them the barriers inherent in the program while minimizing the benefits of early remediation.

Will the mechanics of using a statewide test place greater stress on overburdened student services in counseling and guidance?

Provisions are being made for the tests to be at least partially scoreable on campus so that test result based advisement can be given for each student's first semester. Funding for this as well as for additionally required developmental courses has been left to the next session of the Legislature.

What provisions are to be made for faculty dislocation if student populations shift temporarily (or permanently) from college level courses to remedial courses as a result of the new test?

When a similar testing and remediation program was instituted in Tennessee in 1985, there were some provisions for retraining faculty. By and large, faculty did not retrain. Subsequent decline in college level enrollment has led to sincere and widespread regret.

It is difficult to assess the possible impact of a test that has only now begun to be developed. Yet the scope of the H.B. 2182 mandate is too far-reaching to prudently expect anything less than major changes in the community colleges of Texas. This test will have influence over a constellation of issues debated by community college educators over the past decades: "Open door" *vs.* rigorous standards, gestalt *vs.* behaviorism, decentralized control *vs.* centralized control, teaching as art *vs.* teaching as science, diversity *vs.* standardization. Acknowledging that it is possible to blend the poles on each issue, the state test tilts heavily toward the latter pole on each continuum. College teachers generally have a high tolerance for anarchy and many harbor a genuine fondness of it. The order to be brought by a standard basic skills test will not be welcomed by all.

As any such major changes are implemented, we can anticipate some beneficial changes—and some detrimental ones. The upside is that real energy will be expanded to *assure* that all college students can read, write, and compute at a level appropriate to their educational aspirations or are making directed progress toward mastering those skills. Furthermore, all colleges will get valuable information as to how well or poorly they are doing in helping deficient students master those skills. College level classes will be populated by students who are well equipped to go beyond the basics—to analyze, synthesize, and critically evaluate. These students become the enlightened thinkers, technical experts, and capable professionals needed by society.

The downside is less foreseeable, yet provides greater anxiety. Despite intentions to the contrary, the mechanisms of the test could make quality education and training less widely available. Rigorous accountability for the common denominator will absorb enormous energy. Efforts on community college campuses may begin to revolve more and more around providing a floor level of skills while less and less activity is spent on more traditional college endeavors.

The most serious negative outcome, however, may be that colleges will strive to defend the *status quo*. Teaching basic skills has always been a part of the community college mission. The challenge is to form a testing and developmental program that will achieve the goals of H.B. 2182 while maintaining the autonomy, openness, comprehensiveness, and flexibility that characterize our institutions.

(EDITOR'S NOTE: Dr. Davis chairs the Subcommittee to Study State Policy on Basic Skills Testing of the TJCTA Professional Development Committee.)

Editor's Note: Following is a policy statement clarifying the Association's practices and procedures in handling grievance matters. The statement was adopted by the TJCTA Executive Committee in its meeting December 4, 1987.

TJCTA Legal Assistance Philosophy and Procedures

The Texas Junior College Teachers Association is committed to the principles of academic freedom and due process of law. If a member of the Association feels that he or she has been dealt with in an unlawful manner, the member will be provided access to the best information available concerning academic defense issues and grievance matters. Further, after evaluating the specific circumstances in the case, the TJCTA Executive Committee might refer the matter to the Association's attorneys for additional consultation and assistance, at no personal cost to the member.

During the past three years, TJCTA members from more than 30 colleges have received legal assistance at Association expense. The nature of that assistance has ranged from a single telephone consultation with an Association attorney to the filing of a lawsuit in a federal court. More than $60,000 of the Association's resources have been expended for investigation, consultation, and representation in various grievance matters.

Given TJCTA's limited financial resources and the high cost of providing expert legal assistance, it is important that the legal merits of each case be carefully examined and objectively assessed. It is important, also, that each member requesting assistance understand both the Association's philosophy on legal assistance and the manner in which individual cases are evaluated and processed.

Most grievance cases can—and should—be resolved without resorting to formal legal action. TJCTA's State Office stands ready to act as an interested, but detached, "third party" to disputes and to assist all concerned in establishing the facts, clarifying legal principles and generally accepted practices, and offering informal advice regarding possible resolution of issues in conflict. The aggrieved member should realize, however, that many grievance cases involve treatment of faculty which might be patently unfair and unreasonable, but which is not necessarily *unlawful*. In such cases, TJCTA may be able to serve as an informal ombudsman and advocate on behalf of the member's interests. As a practical matter, though, obvious limitations of resources do not permit the Association to pursue such cases in the legal arena when it appears that no *legal* remedy exists.

Grievance cases which are determined to involve substantial legal issues will be referred to the Association's attorneys for written opinions and possible legal action. In accepting referral to TJCTA attorneys, the member gives consent for the attorneys to share their opinions and analysis of the member's case with Association officials. The Association relies heavily upon the advice and recommendations of its attorneys who are recognized experts on school law and teachers' rights. Understandably, the services of such specialists are costly, and the expense related to legal proceedings will normally be incurred only when a case is determined to have legal merit. Additionally, it has been found that a member's interests are not well-served if the member is receiving legal counsel from two or more different law firms or advocacy organizations. Thus, if a member decides to seek a second opinion (from other attorneys or another organization), the member is obligated to inform the TJCTA State Office of that intention, in which event the Association and its attorneys reserve the right to withdraw from the case.

After an evaluation of the case has been completed by Association attorneys, the TJCTA Executive Committee will determine whether or not any further legal action is warranted. If a decision is made to pursue the matter further, the Association's attorneys will be in control of the case, determining the nature of the action to be taken. Legal fees incurred will be borne by the Association. In the event the member's legal expenses are subsequently reimbursed (*e.g.*, from insurance policy payment or monetary settlement) or if the member is awarded monetary damages, the member may be required to reimburse TJCTA for expenses incurred up to the limit of the payment received by the member.

If a member is not satisfied with the manner in which the case has been handled, that dissatisfaction should be expressed directly to the TJCTA Executive Committee by summarizing the complaint in writing.

The Association has earned a reputation for fairness, discretion, and effectiveness in assisting its members in grievance matters. Consistent with the philosophy and procedures outlined above, the Association stands ready to provide its members with informed counsel and advice about their specific circumstances while maintaining high standards of professionalism and confidentiality.

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ANALYSIS OF OPTIONAL RETIREMENT PLANS AVAILABLE TO MEMBERS

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1985-86 academic year 7,092 (76.4%) of the 9,278 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 7.2 percent for the state.

Two-year college employees invested in annuity plans with 55 different carriers during Fiscal Year 1986. The Variable Annuity Life Insurance Company (VALIC) was selected by 1,973 annuitants—a whopping 27.8 percent of the total business, with Travelers Life Insurance Company and Kemper Investors Life Insurance Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to eighth place in 1986. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost annuitants steadily every year, down to 311 in 1985-86 (4.4 percent).

Carriers receiving contributions during each of the last eight years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. **No ORP participant should feel "locked" into an inferior program.**

With surprising frequency, the TJCTA state office receives inquiries from members who have somehow been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

> *Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...*
>
> *Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...*
>
> *Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.*

Individuals who experience problems regarding the three regulations listed above should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

Publication Available

The Texas Association of College Teachers (TACT) has developed an excellent publication—updated annually—designed to assist new employees in making sound original selections and to encourage present ORP participants to evaluate their programs with knowledge of the range of opportunities.

Under a special cooperative arrangement between TJCTA and TACT, the 1987 edition of TACT's study of ORP and Tax Deferred Annuity products is available to TJCTA members on request. Requests for *single* copies should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Because of the expense involved, the publication can be offered only to *current* TJCTA members.

PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS
Public Community Junior College Employees
1978-1986

	Number of Annuitants							
	1978-79	*1979-80*	*1980-81*	*1981-82*	*1982-83*	*1983-84*	*1984-85*	*1985-86*
Variable Annuity Life Insurance Company	836	1,239	1,594	1,727	1,840	1,843	1,926	1,973
Travelers Life Insurance Company	89	185	265	281	404	500	595	685
Kemper Investors Life Insurance Company	—	—	—	240	340	488	599	681
Aetna Life Insurance and Annuity Company	168	138	166	224	251	313	424	433
Union Mutual Life Insurance Company	—	206	278	301	303	355	430	427
Lincoln National Life Insurance Company	541	551	507	417	406	410	373	340
Mutual Life Insurance Company of New York	345	290	283	341	388	404	385	335
Southwestern Life Insurance Company	1,983	1,414	1,054	691	578	550	363	311
USAA Life Insurance Company	—	—	113	210	240	256	303	306
Great American Life Insurance Company	—	—	44	77	127	151	218	280
Jefferson Standard Life Insurance Company	442	409	318	235	215	203	188	172
Teachers Insurance and Annuity Association (TIAA-CREF)	224	202	203	205	191	202	183	168
Metropolitan Life Insurance Company	291	229	184	157	147	135	131	118
Connecticut Mutual Life Insurance Company	204	213	143	109	107	107	102	93
New England Life Insurance Company	—	—	—	65	72	79	85	84
Great West Life Assurance Company	66	111	162	164	150	110	112	82
Beneficial Standard Life Insurance Company	—	—	39	79	93	97	80	74
Security Benefit Life Insurance Company	—	—	—	26	29	39	61	72
Equitable Life Assurance Society	34	28	28	43	44	46	37	47
Investors Diversified Service (IDS)	24	35	38	44	43	39	39	38
Providence Life Insurance Company	—	—	—	—	—	22	25	34
United Bank & Trust	—	—	—	—	—	—	—	33
Safeco Insurance Company	—	—	—	19	23	25	28	30
Delta Life and Annuity	—	—	—	—	—	—	—	29
Nationwide Life Insurance Company	—	—	42	66	56	44	29	25
Fidelity Investments	—	—	—	—	—	—	—	25
Transamerica Life Insurance Company	—	43	53	45	42	54	46	24
Prudential Life Insurance Company	53	57	60	52	47	43	27	21
International Service Life Insurance Company	—	—	—	—	17	19	17	18
American General Life Insurance Company	31	44	44	37	27	29	21	17
Massachusetts Mutual Life Insurance Company	85	50	28	17	17	18	20	16
Bankers Life Company of Des Moines	—	—	—	16	13	14	15	13
Sun Life Assurance Company of Canada	—	—	—	—	1	4	11	11
American United Life Insurance Company	49	40	33	25	16	12	11	10
Hartford Variable Annuity Life Insurance Company	29	18	16	15	11	9	7	7
Franklin Life Insurance Company	23	22	12	10	9	7	5	5
Investors Life Insurance Company of North America	—	—	—	—	1	1	11	2
Southland Life Insurance Company	27	27	22	6	3	1	1	1
Southern Farm Bureau	15	13	8	5	—	—	1	1
National Investors Life Insurance Company	—	—	23	54	30	14	—	—
All other carriers (fewer than 10 each)	39	45	31	22	37	40	60	51
TOTAL ANNUITANTS (All ORP Programs)	*5,622*	*5,699*	*5,799*	*6,038*	*6,324*	*6,662*	*6,966*	*7,092*

CHANGES IN BASE SALARIES — 1984-87 TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES*

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

COLLEGE DISTRICT	BASE SALARY—SIXTH CONSECUTIVE YEAR OF SERVICE (Master's Degree; no credit earned toward higher degree)						
	Base Salary 1984-85	Base Salary 1985-86	Base Salary 1986-87	Percent Increase 1986-87 over 1985-86	Base Salary 1987-88	Percent Increase 1987-88 over 1986-87	Percent Increase 1987-88 over 1984-85
Alamo Community College District	$23,408[1]	$23,723[1]	$23,723[1]	—	$24,211[1]	2.06%	3.43%
Alvin Community College	23,141	24,067	24,067	—	24,789	3.00%	7.12%
Amarillo College	22,458[1]	23,213[1]	23,697[1]	2.09%	23,697[1]	—	5.52%
Angelina College	21,456	22,956	22,956	—	24,156	5.23%	12.58%
Austin Community College	20,150	20,587	20,587	—	21,620	5.02%	7.30%
Bee County College	21,334	23,041	23,357	1.37%	24,131	3.31%	13.11%
Blinn College	25,008	25,250	25,250	—	25,750	1.98%	2.97%
Cisco Junior College	19,243	21,000	21,000	—	22,308	6.23%	15.97%
Clarendon College	23,500	23,500	23,500	—	24,700	5.11%	5.11%
College of the Mainland	22,552	22,992	22,992		24,249	5.46%	7.52%
Cooke County College	19,351	19,738	19,738	—	20,725	5.00%	7.10%
Del Mar College	25,235[1]	26,460[1]	26,460[1]		26,550[1]	0.03%	5.21%
El Paso Community College	22,445	23,117	23,117		25,198	9.00%	12.27%
Grayson County College	22,269	22,981	23,221	1.04%	23,444	1.00%	5.28%
Hill College	18,664	20,986	22,036	5.00%	24,241	10.01%	29.88%
Houston Community College System	20,331	22,140	22,140	—	24,039	8.58%	18.24%
Howard College	21,400	22,103	22,103		22,822	3.25%	6.64%
Kilgore College	24,103	25,161	25,161	—	25,823	2.63%	7.14%
Lee College	24,385	26,824	26,824		26,824		10.00%
McLennan Community College	23,723	24,578	25,450	3.55%	26,376	3.64%	11.18%
Midland College	25,382	26,508	26,508	—	26,508	—	4.44%
North Harris County College	25,069	26,509	27,041	2.01%	27,690	2.40%	10.46%
Odessa College	23,900	24,300	24,300	—	24,800	2.06%	3.77%
Panola Junior College	23,550	23,550	23,550	—	23,750	0.85%	0.85%
Paris Junior College	19,794[2]	19,794[2]	19,794[2]	—	21,496[2]	8.60%[2]	8.60%[2]
Ranger Junior College	19,971	20,124	20,124	—	20,194	0.35%	1.12%
Southwest Texas Junior College	22,625	24,450	25,450	4.09%	26,750	5.11%	18.23%
Temple Junior College	20,620	21,470	21,470	—	22,875	6.54%	10.94%
Texarkana College	21,990	22,892	23,273	1.66%	24,074	3.44%	9.48%
Texas Southmost College	20,659	21,692	21,692	—	22,137	2.05%	7.15%
Trinity Valley Community College	20,000	21,500	22,700	5.58%	22,700	—	13.50%
Tyler Junior College	20,500	21,500	22,628	5.24%	22,628	—	10.38%
The Victoria College	24,613	25,351	26,112	3.00%	27,156	4.00%	10.33%
Weatherford College	21,950	22,400	22,900	2.23%	23,625	3.17%	7.63%
State Average	*$22,367*	*$23,229*	*$23,428*	*0.86%*	*$24,207*	*3.33%*	*8.23%*
State Median	*$22,505*	*$23,079*	*$23,315*	*1.02%*	*$24,156*	*3.61%*	*7.34%*

* Not all districts are included in the table. Reporting procedures make meaningful comparisons impossible for districts not listed.

[1] Reported salaries do not include stipends for advancement in professorial rank.

[2] Paris Junior College: Prior to 1987-88 the college paid both the employer's and the employee's share of Social Security contributions. The employee's share was 7.15% of salary prior to 1988, 7.51% beginning in 1988. Beginning in 1987-88, employee's Social Security contribution is withheld from salary.

REQUEST FOR BANQUET TICKETS

Please send __________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:00 p.m., Thursday, February 25, 1988, at the Loews Anatole Hotel in Dallas.

My check in the amount of $______________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 23, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets are transferable.)

☐ Hold tickets to be picked up at the convention registration desk under my name.

☐ Mail tickets to me at the address shown below.

Name ______________________________

Address ______________________________

____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 19 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 41st annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:00 p.m., Thursday, Feb. 25, the session will be held in the Khmer Pavilion of the convention hotel, the Loews Anatole, in Dallas.

Carol A. Tavris

Featured speaker for the convention's opening session will be Carol A. Tavris, noted teacher, writer, and lecturer, who will speak on the convention theme, "We Care...We Teach." Dr. Tavris presently resides in Los Angeles. She is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles.

Dr. Tavris holds the Bachelor of Arts degree (*summa cum laude*) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan.

Her articles appear frequently in professional journals and popular magazines, including *Psychology Today*, *Vogue*, *American Health*, *Mademoiselle*, *Ms.*, *Redbook*, *Gentlemen's Quarterly*, *Woman's Day*, *Cosmopolitan*, and *Science Digest*. She has made guest appearances on *Donahue*, the *Today* show, the *CBS Morning News*, and *Good Morning, America*.

Dr. Tavris has lectured and written widely on human sexuality. She is author of what is generally regarded as the definitive work on anger, *Anger: The Misunderstood Emotion* (Simon & Schuster, 1982); and she is co-author (with Carole Wade) of *Psychology* (Harper & Row, Publishers, 1987), an introductory psychology textbook.

Dr. Tavris has addressed numerous state, regional, national, and international organizations, including the American Psychological Association and the International Society for Research on Aggression.

Tickets for the banquet will be sold for $15 and **must be purchased in advance**. Tickets may be ordered by mail, using the form on the left.

For those unable to attend the banquet but who wish to hear Dr. Tavris' address, seating will be available at 7:45 p.m.

FACULTY LEADERS ATTEND ANNUAL CONFERENCE

Wilhelmina Delco

Carl Nelson

Frank Hill

E. Jean Walker

—Photos by Tom Stutzenburg

Faculty leaders from 46 Texas community junior colleges attended the eighth annual TJCTAConference for Faculty Organization Leaders held in Austin in the fall.

Keynote speaker for the day-long conference was E. Jean Walker, associate executive director of the Commission on Colleges, Southern Association of Colleges and Schools, from Atlanta. Dr. Walker spoke on "The Faculty Role in College Decision-Making."

Frank Hill, senior partner of the law firm of Hill, Heard, Oneal, Gilstrap & Goetz, spoke concerning "Recent Developments in Case Law Affecting Faculty Rights."

Addressing the luncheon session was Carl M. Nelson, president of Texarkana College. Nelson's topic was "A President's Perspective of Faculty Involvement in Decision-Making."

Featured speaker for the conference's closing session was State Rep. Wilhelmina Delco (D-Austin), who spoke on "The Faculty Organization and the Texas Legislature."

Plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee chaired by Ray Attner, Brookhaven College. Other subcommittee members were Steve Dutton, Amarillo College; Susan King, Howard College; Larry T. Patton, Galveston College; and Tony A. Hartman, Texarkana College.

OFFICER CANDIDATES NAMED FOR 1988-89

Michael Looney, San Antonio College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1988-89. The committee met in Dallas on Nov. 7, and selected the slate of candidates. Nominees are listed in order determined by lot:

FOR PRESIDENT-ELECT:

- Margaret A. Harbaugh, McLennan Community College
- Emmeline Dodd, College of the Mainland

FOR VICE PRESIDENT:

- David J. Clinkscale, Tarrant County Junior College–Northwest Campus
- Constance N. Cameron, St. Philip's College

FOR SECRETARY:

- Steve Dutton, Amarillo College
- Joe Tom Rodgers, Collin County Community College

FOR TREASURER:

- Laura L. Wyman, Vernon Regional Junior College
- John R. Forshee, Western Texas College

The election will be conducted during the annual convention, Feb. 26. Officers' terms will begin April 1, 1988, and end March 31, 1989. Absentee voting will begin in late January, under arrangements outlined below. Detailed information and platform statements will appear in the convention issue of the *Messenger.*

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1988-89 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1988-89. I expect to be absent from the convention to be held February 25-27, 1988.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

Member's Signature ____________________

PRINT Name ____________________

College ____________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 17.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 25, 1988. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

BEST COPY AVAILABLE

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 41st annual convention, Feb. 25-27, 1988, at the Loews Anatole Hotel in Dallas, are encouraged to reserve hotel accommodations early. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the headquarters hotel.

Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received—on a first-come, first-served basis. Reservations by telephone are not recommended.

1988 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1988 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Loews Anatole hotel in Dallas. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 25, 1988

9:00 a.m.- 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 p.m.- 3:30 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 p.m.- 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and all Committee Chairpersons
6:00 p.m.- 7:00 p.m.	—Social Hour (cash bar)
7:00 p.m.- 9:00 p.m.	—**FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 26, 1988

7:30 a.m.- 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
8:00 a.m.- 5:00 p.m.	—Convention Registration
8:00 a.m.- 5:00 p.m.	—Exhibits Open
8:00 a.m.- 5:00 p.m.	—Polls Open (Election of Officers)
9:00 a.m.-10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 p.m.- 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
2:00 p.m.- 4:00 p.m.	—**SECOND GENERAL SESSION**
4:30 p.m.- 6:00 p.m.	—Special Meetings (to be announced)
9:00 p.m.- 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge *only*)

SATURDAY, FEBRUARY 27, 1988

8:00 a.m.-11:30 a.m.	—Convention Registration
8:00 a.m.-11:30 a.m.	—Exhibits Open
9:00 a.m.-10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 a.m.-11:45 a.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon- 3:00 p.m.	—Special Meetings (to be announced)

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
41st Annual Convention
Loews Anatole Hotel — Dallas, Texas — February 25-27, 1988

HOTEL RESERVATION FORM

MAIL TO: Loews Anatole Hotel — 2201 Stemmons Freeway — Dallas, Texas 75207

Please reserve ——— room(s) of the type(s) checked below:
(Please note: Hotel policy permits a maximum of three guests per room.)

Check accommodations desired:	Rate:
——Single Room (1 person)	$72
——Double Room (2 persons)	$78
——Triple Room (3 persons)	$84

Arrival Date: Feb._____, 1988   Arrival Time: *______ __m.   Departure Date: Feb._____, 1988

(Hotel check-in time is 4:00 p.m.; check-out time is 12:00 Noon.)

**Reservations will not be held after 6 p.m., unless arrival is guaranteed by American Express, Diner's Club, or Carte Blanche credit card or advance payment of one day's lodging.*

☐ *Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:*

Type ____________________ *Number* ____________________ *Expiration Date* ____________

IMPORTANT INFORMATION: The Loews Anatole Hotel is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment be by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

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TJCTA
Messenger

January 1988
Convention Issue

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TJCTA
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The President's Message

In only a few days many of us will be gathering in Dallas for TJCTA's 41st annual convention. Our time together will be all too short. This year's agenda (like that of previous years) is very full; perhaps *too* full. There will be meetings and speeches and panel discussions. There will be exhibits and demonstrations and seminars. And, yes, there will be parties and the annual banquet and the annual dance. For those who attend all the functions planned, there will be very little "free" time.

I hope, though, that despite all the "busy-ness" of the convention, we will find time to renew acquaintances with friends and colleagues from all across Texas and that we will be able to arrange a few moments now and then through the days of the convention to share personal insights and experiences and to discuss in informal settings particular problems and challenges we've encountered since our last meeting.

In addition to our membership in TJCTA, we are drawn to Dallas by our common calling to the profession of teaching. When our Executive Committee discussed possible themes for the 1988 convention, a number of ideas were suggested. Predictably, some of the contemporary jargon of our profession and a bit of the cynicism borne of the current fiscal woes of our colleges crept into the discussion.

Finally, though, we reached consensus, adopting for this year's convention theme "*We Care...We Teach.*" The sentiment embodied in that theme will be repeated in various ways during many of the convention events. There is the danger, of course, that we will succumb to the temptation to regard the notion of *caring and teaching* as being trite and hackneyed. I hope we will resist that temptation.

What is it that summons us to become teachers? What is that seemingly irresistible force which draws us to our common calling? Surely it isn't the appeal of money. I know very few good teachers who could not earn substantially higher salaries in other pursuits. We aren't drawn to teaching because the work requires little time or energy. I know of no good teacher who is genuinely satisfied with the quantity or quality of work accomplished in a mere eight-hour work day.

Trite though it may seem, I believe we come into teaching because of the incalculable intrinsic rewards that accrue to those in our profession. You know what I mean. You've experienced the thrill of seeing your students really excited about learning. You've known the indescribable satisfaction and sense of achievement when a student's face conveyed that at last he grasped the point of the day's lesson. You've sensed the great joy that comes with the realization that you truly made a difference in a student's life...if only for a semester or even just a day. In short, *we care*; thus, *we teach.*

I extend to you a cordial invitation to join us in Dallas later this month as we celebrate our calling.

Mary R. Parker

Austin, Texas
February 1988

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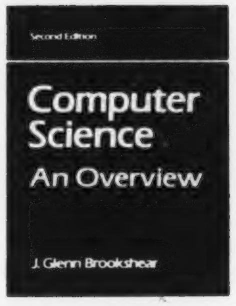

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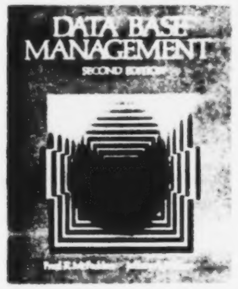

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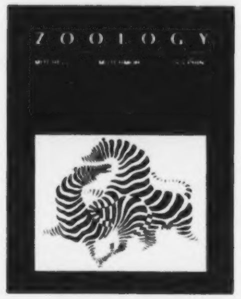

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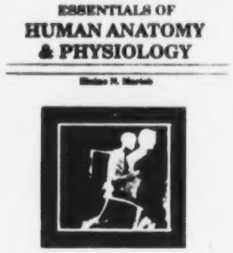

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CANDIDATES FOR STATE OFFICE, 1988-89

Officers of the Texas Junior College Teachers Association for 1988-89 will be elected during the balloting to be conducted at the convention on Friday, Feb. 26, 1988. Voting will be conducted in the election booth, located in the foyer of the Grand Ballroom of the Loews Anatole hotel in Dallas. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 25, at which time floor nominations will be in order.

Only *professional* members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

Margaret A. Harbaugh
McLennan Community College

Emmeline Dodd
College of the Mainland

Educational Background: University of Houston (BA, 1970); University of Texas (MLS, 1973); Ph.D. candidate, North Texas State University.

Professional Experience: Librarian, San Antonio College (1973-74); Librarian, McLennan Community College (1974-present).

Leadership Experience: TJCTA Vice President (1987-88); TJCTA State Secretary (1986-87); TJCTA State Treasurer (1985-86); TJCTA Membership Services Committee (1983-85); Chairperson, Placement Subcommittee (1984-85); TJCTA Campus Representative, (1983-present); McLennan Community College Faculty Council (member, 1975-78, 1980-82, 1984-86; Secretary, 1975-76); Representative to Instructional Council (1977-78); By-Laws Committee (1980-81); Chairperson, Elections Committee (1984-85); Representative to Enrollment Management Council (1985-86); Steering Committee on Student Retention (1980-82); Chairperson, Subcommittee on Data (1980-81); Outreach and Retention Task Force (1981-82); Texas Library Association Membership Committee (1976-78; 1981-84; Chairperson, 1981-82); Texas Regional Group of Catalogers and Classifiers (Program Chairperson, 1978-79; Chairperson, 1979-80; Executive Committee, 1978-81; Nominating Committee, 1983, 1985); College and University Division Continuing Education Committee, 1981-82; District III, TLA (Registration Committee, 1979; Nominating Committee, 1984; Program Committee, 1985); Local Arrangements Workshop Chairperson on "Effects of Automation on Technical Services," 1977.

Additional Information: Member: Altrusa Club of Waco, Inc., 1976-83 (Recording Secretary, 1977-78; Corresponding Secretary, 1980-81; First Vice President, 1981-82); Altrusa Club of the Brazos, 1983-present (Director, 1985-86; Altrusa Information Committee Chairperson, 1985-86; Second Vice President, 1986-87; First Vice President/Program Coordinator, present; Delegate to District Nine Conference, Altrusa International, 1987); The University of Texas at Austin, Graduate School of Library & Information Science Alumnae Association, 1973-present; Presentations: "Network Structure in the Regional Medical Library Program," American Society for Information Science, Annual Conference, 1974, "A Practical Approach to AACR2 Implementation for Small Libraries," Texas Library Association, District III Meeting, 1981; Outstanding Young Women of America, 1974; *Who's Who of American Women*, 11th ed.; Alpha Xi Delta National Fraternity, Waco-Heart of Texas Chapter, Charter member, Chaplain, 1982-85, Publicity Chair, 1985-86, Treasurer, 1986-present; Waco, Panhellenic, 1982-present.

Educational Background: Stephen F. Austin State University (BA, 1961; MA, 1965); University of Houston at Clear Lake (MS, 1980); doctoral studies at Texas A&M University.

Professional Experience: Instructor of Biology, San Jacinto College (1966-69); National Aeronautics and Space Administration, biological research for Apollo and Skylab projects (1970-72); Instructor of Biology, Houston Community College (1971-73); Instructor of Biology, College of the Mainland (1973-present).

Leadership Experience: TJCTA State Treasurer (1987-88); TJCTA State Vice President (1982-83); TJCTA State Secretary (1981-82); Professional Development Committee (Chairperson, 1986-87); Legislative Committee (1975-78); *Ad Hoc* Committee on Faculty Role in College Governance (1980-81); Nominating Committee (1979-80, 1985-86); Chairperson, TJCTA Membership Committee (1984-85); TJCTA Campus Representative (1981-present); Chairperson, Self-Study Steering Committee, College of the Mainland (1981-83); COM faculty representative to Board of Trustees (1983-84).

Additional Information: Bay Area Woman of the Year nominee (1987); Certified Public Accountant; College of the Mainland Piper professor nominee (1978, 1981, 1986); "Teacher of the Year," San Jacinto College (1968); COM Outstanding Teacher (1982, 1986); Outstanding Young Women of America (1967, 1974); "Who's Who in Education" (1978); NASA Area "Go-Texan" Committee for Houston Live Stock Show and Rodeo (1986-present); Member, Board of Directors, Stephen F. Austin State University Alumni Association (1983-present); Bay Area Panhellenic Council (1979-present); Philanthropic chairperson, Bay Area Chi Omega Alumni (1986); Model for Comni-Laine Agency (Neiman's, Macy's, Foley's, Sakowitz); Chaired fund-raising drives in 1987 for American Heart Association, Lunar Rendezvous, Association for Retarded Citizens, and scholarships for SFASU; Outstanding Young Women of America (1967,1974); Who's Who in Education (1978); Member, Clear Lake Chamber of Commerce, Houston Bromiliad Society.

PLATFORM STATEMENTS

TJCTA is the most influential force representing two-year college teachers in Texas.

It must continue to:

- give high priority to lobbying efforts to protect funding;
- provide information to all agencies which affect higher education in Texas;
- sustain efforts in support of academic freedom and tenure;
- support an active role for faculty in college governance;
- promote high standards of academic achievement and professionalism.

I am confident that during my three consecutive years on the Executive Committee I have developed an understanding of the organization and its current operation which qualify me to serve as President-Elect in 1988-89 and President in 1989-1990.

—MARGARET HARBAUGH

TJCTA, without question, is the most effective organization representing community colleges. We must safeguard TJCTA's independence from undue influence by other organizations, while cooperating with them when it is clearly to the advantage of our members. Having served in every office and as chair or member of almost all TJCTA committees, I can provide the aggressive, experienced leadership that can improve the already outstanding effectiveness of TJCTA by:

- development of local faculty organizations with TJCTA providing professional consultation;
- closer rapport with legislators who support community colleges; and
- enhancing the proper role of faculty in college governance.

—EMMELINE DODD

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CANDIDATES FOR VICE PRESIDENT

David J. Clinkscale

Tarrant County Junior College–Northwest Campus

Constance N. Cameron

St. Philip's College

Educational Background: Southwest Texas State University (BA, 1971); University of Missouri-Columbia (MA, 1972); postgraduate studies at North Texas State University.

Professional Experience: Part-time government instructor, Tarrant County Junior College–Northeast Campus (1976-77); Instructor of Government, Tarrant County Junior College–Northwest Campus (1977-present); Coordinator of History/Government Department, TCJC-NW (1981-present).

Leadership Experience: TJCTA State Secretary (1987-88); TJCTA State Treasurer (1986-87); TJCTA Legislative Committee (1982-86); Chairperson, Legislative Committee 1984-86); TJCTA Campus Representative (1980-86); Chairperson, TCJC-NW Campus Faculty Senate (1979-80); TCJC Professional Rights and Responsibilities Committee (1979-80); TCJC-NW Faculty Association President-Elect (1983-84); President (1984-85).

Additional Information: Member, Texas State Historical Association; Minnie Stevens Piper Professor (1984); Teaching Fellow, The Washington Center's Short Course at the 1984 Republican National Convention; Nominee, 1986 Chancellor's Award for Teaching Excellence, TCJC.

Educational Background: Hampton University (B.S., 1949); Trinity University (M.Ed, 1972); post graduate studies at The University of Texas at Austin, Trinity University, New York University, Our Lady of the Lake.

Professional Experience: San Antonio Public Library (1958-66); San Antonio Independent School District (1966-70); Associate Professor of English, St. Philip's College (1970-present).

Leadership Experience: Chairperson, TJCTA Resolutions Committee (1984, 1986); TJCTA Legislative Committee (1984-86); Chairperson, TJCTA Nominating Committee (1985); President, St. Philip's College Faculty Senate (1975-76, 1977-78); St. Philip's College Senate, Secretary and Member (1970-85; Committees - Promotion, Grievance, and Salary); Alamo Community College District Planning Overview (1983-85); Self-Study Committee (1979); St. Philip's College Auxiliary Services Committee (1987-present).

Additional Information: Nominee, Minnie Stevens Piper Award (1979, 1977); NCTE, CCTE, Alpha Kappa Alpha Sorority; Bexar County Opportunities Industrial Center (First Vice Chairman, 1987-present; Board Member, 1977-present); Delegate to State Democratic Convention (1976-84); Judge, Young Pegasus, San Antonio Public Library (1970-85); Advisory Committee, Guadalupe Cultural Center, Literature Program (1986-present).

PLATFORM STATEMENTS

Experienced leadership is needed to keep TJCTA the strong, effective voice of junior college educators in Texas. I offer that leadership, and if elected I will continue to:

- monitor and communicate to our members legislative and policy initiatives which affect our profession;
- strengthen TJCTA's vital role in uniting all segments of the two-year college community;
- enhance public awareness of community college education as one of our state's best investments.

My service on the Executive Committee as well as my understanding of the legislative process will enable me to serve effectively as your Vice President. I commit my time and my talents to you, and I ask for your continued support.

—DAVID J. CLINKSCALE

Since I became a member of TJCTA in 1970, I have been an advocate and a supporter of faculty concerns and goals. In light of growing attacks on higher education — community colleges, especially—I would put forth every effort:

- to promote a better understanding and relationship with members of the legislature;
- to improve relations between faculty and administration;
- to increase membership participation in our organization;
- to continue to support and to implement academic freedom; and
- to work with other groups and organizations to upgrade academic standards and salaries.

—CONSTANCE CAMERON

PLATFORM STATEMENTS

I believe in TJCTA:

- I believe in the strength that unity in TJCTA gives our voice in the Texas Legislature;
- I believe our various Association committees serve our interests by serving the cause of two-year college education in Texas;
- I believe that the effectiveness of our organization depends on effective communication among all its elements;
- I believe we must work vigorously to increase membership, to maintain high standards in service to our students, to our communities, and to our profession.

I believe we will.

—STEVE DUTTON

TJCTA is the most effective voice for Texas community colleges. It is important to continually work to maintain TJCTA's leadership role in community college affairs. State fiscal uncertainty makes it critical that the public be made aware of the value of Texas community colleges.

TJCTA can increase its effectiveness by:

- increasing the effectiveness of the membership recruiting effort;
- making the TJCTA *Messenger* a more effective service to members;
- promoting high standards of academic and professional excellence; and
- promoting an active role for faculty in college governance

I respectfully ask for your support.

—JOE TOM RODGERS

CANDIDATES FOR SECRETARY

Steve Dutton

Amarillo College

Joe Tom Rodgers

Collin County Community College

Educational Background: West Texas State University (BS, 1968; MS, 1972); postgraduate studies at North Texas State University and West Texas State University.

Professional Experience: Instructor of Science, Adrian ISD (1968-70); Instructor of Science, Dalhart ISD (1972-73); Instructor of Biology, Amarillo College (1973-present) Coordinator of Biological Sciences Depatment, Amarillo College (1986-present).

Leadership Experience: TJCTA Professional Development Committee (Chairperson, 1987-88; Secretary (1984-87; Member, 1984-present); Member, TJCTA Subcommittee on Planning the Conference for Faculty Organization Leaders (1984-87); Member, TJCTA Subcommittee on Faculty Role in College Governance (1984-86); Member, TJCTA Resolutions Committee (1983-84); President, Amarillo College Faculty Association (1980-81); Amarillo College Faculty Senate (President, 1982-83; Member, 1983-85, 1986-present); Ombudsman for Academic Master Plan Task Force, Amarillo College (1987-present); Amarillo College Committee for Faculty Evaluation (1981-present); Amarillo College Election Committee (1977-present); Amarillo College Committee for Computer Instructional Users (1982-83); Amarillo College Retention Committee (1979-80); Amarillo College Self-Study Committee on Organization and Management Systems (1980-81) .

Additional Information: Member, American Association for the Advancement of Science; Assistant Director, High Plains Regional Science Fair (1986-present); Assistant Scoutmaster, Boy Scouts of America.

Educational Background: Tyler Junior College (AA, 1966); University of Texas at Austin (BS, 1968); East Texas State University (MS, 1972); George Peabody College for Teachers (Ph.D., 1976).

Professional Experience: Instructor of Mathematics, Hood Junior High School, Dallas ISD (1968-69); Bryan Adams High School, Dallas ISD (1969-71); Aquinas Junior College, Nashville (1974-76); South Garland High School (1976-77); Tyler Junior College (1977-86); Collin County Community College (1986-present).

Leadership Experience: TJCTA Auditing Committee (Vice Chairperson, 1983-84; Chairperson, 1985-86); Member, TJCTA Legislative Committee (1986-present); TJCTA Campus Representative (1986-present).

Additional Information: Member, Mathematical Association of America, National Council of Teachers of Mathematics.

PLATFORM STATEMENTS

I have always firmly supported TJCTA as the voice of Texas junior college teachers. If elected to the office of Treasurer, I pledge to:

- Support the officers and the Executive Secretary in planning for the organization's future;
- Work to increase the visibility and the membership of TJCTA;
- Faithfully and with integrity administer the financial affairs of TJCTA;
- Advance the positions of TJCTA in the public forums in the state;
- Uphold academic freedom, teaching excellence, and faculty participation in college governance;
- Offer my best advice, ideas, and leadership for the advancement of TJCTA.

—LAURA L. WYMAN

Last year more than one platform statement reminded us of the difficult year ahead. Higher education in general and two-year colleges in particular face an even more difficult time than these statements indicated. TJCTA must serve its members in the present and plan for the future. It must have the knowledgeable, dedicated, and experienced leadership to meet these challenges. I pledge to devote the necessary time, energy, and resources to help TJCTA and its members meet these challenges. I pledge to work with members of TJCTA and the Executive Committee to make our organization an even more effective voice for educators in two-year colleges throughout Texas.

—JOHN R. FORSHEE

CANDIDATES FOR TREASURER

Laura L. Wyman
Vernon Regional Junior College

Educational Background: Midwestern University (B. A., 1964, M. A., 1967); Additional graduate study-University of Nebraska-Lincoln; Studied in Greece and China.

Professional Experience: Graduate Assistant, Midwestern State University (1965-67); Teaching Associate, University of Nebraska-Lincoln (1967-70); Instructor of History, College of St. Mary, Omaha, Nebraska (1970-72); Chairperson, Division of Business & Social Science, Vernon Regional Junior College (1975-83); Instructor of History, Vernon Regional Junior College (1972-present).

Leadership Experience: TJCTA Legislative Committee (Vice Chairperson, 1986-87; Member, 1985-present); TJCTA Membership Services Committee (Chairperson, 1983-84; Member, 1982-85); TJCTA Campus Representative (1987-88); Vernon Regional Junior College Faculty Forum (President, 1987-88, 1985-86, 1975-76, 1974-75; Parliamentarian, 1984-85, 1986-87); VRJC Personnel Committee (Chairperson, 1987-88, Member, 1985-present); VRJC Administrative Council (1985-present); VRJC Academic Council (1975-83); VRJC Faculty Committee on Policies and Procedures (Chairperson, 1978-80; Member, 1978-82); VRJC Public Information Committee (1982-84); VRJC Catalog and Curriculum Committee (1975-83); VRJC Student Discipline Committee (1977-78); VRJC Tenure Advisory Committee (1975-76); VRJC Presidential Search Advisory Committee (1981-82).

Additional Information: Notable Women of Texas (1983); Wilbarger County Sesquicentennial Committee (1984-86); Member: Organization of American Historians, Southwestern Historical Association, Western History Association, Phi Delta Kappa, Phi Theta Kappa, Pi Gamma Mu, Alpha Chi.

John R. Forshee
Western Texas College

Educational Background: North Texas State University (BA, 1967); Baylor University (MA, 1974); postgraduate studies at North Texas State University; Georgetown University (NEH Grant, 1976).

Professional Experience: Instructor of Social Studies and Math, Chilton Independent School District (1968-69); Instructor of Social Studies, Waco Independent School District (1969-73); Instructor of Social Science, Ranger Junior College (1974-83); Assistant Professor of Political Science, Western Texas College (1983-present).

Leadership Experience: TJCTA State Treasurer (1983-84); TJCTA Legislative Committee (Member, 1984-present; Chairperson, 1986-88); Member, TJCTA Membership Services Committee (1978-83); Chairperson, Membership Services Committee (1981-83); Member, TJCTA Auditing Committee (1976-77); Ranger Junior College Faculty Association (President, 1977-79; Vice President, 1976-77; Compensation Committee, 1977-83); Western Texas College Faculty Association (Welfare Committee, 1983-present; Chairperson, Admissions and Registration Committee, 1984-present; Chairperson, Committee on Faculty Evaluation Committee, 1984-86; Academic Affairs Committee, 1983, 1985); Ranger Unit, American Cancer Society (Chapter Vice President, 1975-76; President, 1976-77; Secretary-Treasurer, 1977-78; Crusade Chairperson, 1978).

Additional Information: Member: American Political Science Association; Southwestern Social Science Association (Panel discussant 1976-78, 1986; Committee on Political Science in two-year colleges, 1977-78; Chairperson, 1978); National Science Foundation Award, 1976; Author (*Readings in American Politics and Government; Lobbying for Junior College Appropriations; Crime Victim Compensation in Texas; One World: Countries Database*) .

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1988-89 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

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REQEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1988-89. I expect to be absent from the convention to be held February 25-27, 1988.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

Member's Signature ______________________________

PRINT Name ______________________________

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MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 17.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 23, 1988. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

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GENERAL SESSION SPEAKERS ANNOUNCED

Program plans for the 1988 TJCTA convention include two outstanding general session speakers. Keynote speaker for the convention's first general session Thursday, Feb. 25, will be Carol A. Tavris, prominent educator, author, lecturer, and talk-show guest. Texas Commissioner of Higher Education Kenneth H. Ashworth will speak at the second general session, Friday, Feb. 26.

The Thursday opening session will be a banquet meeting open to all association members and invited guests. Scheduled to being at 7:00 p.m., the session will be held in the Khmer Pavilion of the convention hotel, the Loews Anatole, in Dallas. Dr. Tavris will speak on the convention theme, "We Care…We Teach."

Presently residing in Los Angeles, Dr. Tavris is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles. She holds the Bachelor of Arts degree (*summa cum laude*) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. Her articles appear frequently in professional journals and popular magazines, including *Psychology Today*, *Vogue*, *American Health*, *Mademoiselle*, *Ms.*, *Redbook*, *Gentlemen's Quarterly*, *Woman's Day* , *Cosmopolitan*, and *Science Digest*. She has made guest appearances on *Donahue*, the *Today* show, the *CBS Morning News*, and *Good Morning, America*.

Carol A. Tavris

Kenneth H. Ashworth

Dr. Tavris has lectured and written widely on human sexuality. She is author of what is generally regarded as the definitive work on anger, *Anger: The Misunderstood Emotion* (Simon & Schuster, 1982); and she is co-author (with Carole Wade) of *Psychology* (Harper & Row, Publishers, 1987), an introductory psychology textbook. Dr. Tavris has addressed numerous state, regional, national, and international organizations, including the American Psychological Association and the International Society for Research on Aggression.

Tickets for the Thursday evening banquet will be sold for $15 and **must be purchased in advance.** Tickets may be ordered by mail using the form on this page. For those unable to attend the banquet but who wish to hear Dr. Tavris' address, seating will be available at 7:45 p.m.

Kenneth H. Ashworth has served as commissioner of higher education for Texas since 1976. He was a 1958 Phi Beta Kappa graduate in economics from The University of Texas at Austin. He was presented the highest honors award at Syracuse University in 1959, upon completion of his master's degree in public administration. Later, upon returning to Texas, he completed his Doctor of Philosophy degree in the history and philosophy of education in 1969 at UT-Austin.

During his early working career, Ashworth was employed with the U.S. Treasury Department, the Urban Renewal Administration, and the San Francisco Redevelopment Agency. He was with the U.S. Office of Education in Washington during 1965-66, returning to Austin in 1966 as assistant commissioner for federal programs and facilities planning for the Coordinating Board. In 1969, he joined The University of Texas System as an assistant to the vice chancellor for academic programs, assuming the position of vice chancellor the following year.

In 1973, Ashworth began serving as executive vice president of The University of Texas at San Antonio. In the spring of 1976, he returned to Austin to rejoin the staff of the Texas Higher Education Coordinating Board, this time as commissioner. Ashworth is a member of several service and professional organizations. He served on the Commission on Colleges of the Southern Association of Colleges and Schools and is a member of the Philosophical Society of Texas and the Austin Town and Gown Club. He has published numerous articles and authored two books. The latest, published in 1979 and entitled *American Higher Education in Decline*, deals with the problems currently facing the nation's colleges and universities.

Ashworth will address the TJCTA convention at the Friday afternoon session, scheduled to begin at 2:00 p.m., in the Loews Anatole's Khmer Pavilion.

REQUEST FOR BANQUET TICKETS

Please send __________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:00 p.m., Thursday, February 25, 1988, at the Loews Anatole Hotel in Dallas.

My check in the amount of $______________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 23, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets are transferable.)

☐ Hold tickets to be picked up at the convention registration desk under my name.

☐ Mail tickets to me at the address shown below.

Name ______________________________

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____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 19 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

COSMETOLOGY SECTION TO DISCUSS NUTRITION

A noted wellness authority will discuss the importance of nutrition and exercise in the TJCTA Cosmetology Section Meeting during this month's convention. In the Friday session, Carolyn D. Henson, president of Wellness Communications, Inc., will address the section.

Carolyn Henson

Ms. Henson holds the Bachelor of Science degree from Hardin-Simmons University and the Master of Arts from Texas Woman's University. She is editor and publisher of *Rx: Live Well*, a nationwide quarterly health promotion newsletter purchased by physician groups, hospitals, and health maintenance organizations for their clients. She is author of *A Wellness Workbook for Teenagers* (Steck-Vaughn Co., 1985), and contributing author for *Cardiovascular Nursing* (The C. V. Mosby Co., 1984) and *Choosing Good Health* (Steck-Vaughn Co., 1983).

During the Cosmetology Section Meeting on Saturday, officials of the Texas Cosmetology Commission will be presented in a panel discussion of current developments within the licensing agency. Panel members will include Norman Jenkins, Executive Director; Larry Perkins, Director of Inspection; Victor Balderez, Director of Exams; and Delores Alspaugh, Manager of Information Services.

Chairperson of the Cosmetology Section this year is Linda Kalmus, Wharton County Junior College.

PANEL TO DISCUSS ACADEMIC SKILLS PROGRAM

Jeff Campbell

Nellie Carr Thorogood

William Davis

Mary Parker

Immediately following the second general session of the convention, a panel will discuss implementation of the Texas Academic Skills Program and development of the tests to be used in assessment. Panel members will include a university English professor, a community college president, and two community college teachers.

Jeff H. Campbell, Professor of English at Midwestern University, serves as a member of the Council on Learning Excellence—the advisory board appointed by the Texas Higher Education Coordinating Board to help implement the basic skills program. Campbell holds the Bachelor of Science degree in English from Southern Methodist University and the Ph.D. from Duke University. He served on the English faculty of Southwestern University from 1962 until 1974, when he joined the faculty of Midwestern.

Nellie Carr Thorogood, President of North Harris County College–East Campus, was formerly the Assistant Commissioner for Community Colleges and Technical Institutes of the Coordinating Board. She holds bachelor's and master's degrees in business from North Texas State University and the Ph.D. in educational administration from The University of Texas at Austin. She previously served on the faculty of College of the Mainland and North Harris County College–South Campus, and served as Dean of Occupational Education and Technology at San Antonio College.

William C. Davis, Instructor of Psychology at Texas Southmost College, chairs the Subcommittee to Study State Policy on Basic Skills Testing of the TJCTA Professional Development Committee. He holds the Bachelor of Arts degree from The University of Texas at Austin, the Master of Education degree from Pan American University, and the Ed.D. from East Texas State University.

TJCTA State President Mary R. Parker, is a mathematics instructor at Austin Community College. She received the Bachelor of Arts degree from The University of Texas at Austin and the Master of Arts degree from the University of Oregon. She is a doctoral student in mathematics and statistics from UT-Austin.

Panel members will react to the address by Texas Commissioner of Higher Education Kenneth H. Ashworth. Members of the audience will be invited to participate in the discussion.

NOTED SOCIOLOGIST TO ADDRESS SECTION

TJCTA members attending the meetings of the Sociology Section at this month's convention will have the opportunity to hear a distinguished educator, lecturer, and author discuss the results of research on the status of youth in low-income neighborhoods. William Kornblum, Professor of Sociology at the Graduate School of the City University of New York, will speak at both the Friday and Saturday meetings of the Sociology Section.

William Kornblum

Kornblum's topic Friday will be "Achieving Against the Odds: Comparative Research on the Mobility of Youth from Low-Income Neighborhoods." In Saturday's meeting, he will discuss trends in sociological research and teaching, commenting on recent growth in sociology programs and relating his remarks to the burgeoning problems of homelessness and street populations.

Kornblum is a specialist in urban and community studies. He began his teaching career with the Peace Corps in the early 1960s, when he taught physics and chemistry in French-speaking West Africa. He received his Bachelor of Science degree in biology from Cornell University; the Master of Arts in social science from the University of Chicago; and the Ph.D. in sociology, also from the University of Chicago.

Kornblum is the co-author (with Joseph Julian) of *Social Problems* (Prentice-Hall, 1986), a comprehensive textbook about social problems and social policies in the United States. Other major publications include *Blue Collar Community* (University of Chicago Press), a study of the steel-making community of South Chicago; and *Growing Up Poor* (with Terry Williams) (D. C. Heath), a study of teenagers growing up in different low-income communities in the United States.

Program arrangements for the Sociology Section were developed by Glenn C. Currier, El Centro College.

FEDERAL GRANT PROJECT DIRECTORS SET MEETING

On Thursday, Feb. 25, from 8:00 a.m. to 12:00 Noon, project directors and managers for federal discretionary grants funded under the Carl D. Perkins Vocational Education Act will meet. Staff from the Division of Community Colleges and Technical Institutes of the Texas Higher Education Coordinating Board are responsible for arrangements for the half-day session.

According to Dale F. Campbell, assistant commissioner, the meeting will provide participants with an opportunity for networking among all project directors and will give directors opportunities to report on the progress of their projects. The meeting will also provide for review, discussion, and reinforcement of the goals established in the Master Plan for Vocational Education.

Participants will gather for coffee at 8:00 a.m., and the general session will begin at 8:30 in the Fleur-de-Lis Room of the Loews Anatole hotel in Dallas.

"CALCULUS" IS TOPIC FOR MATHEMATICS SECTION

TJCTA members attending the Mathematics Section Meeting will hear a discussion of "Calculus: Present and Future" at this month's annual convention. The discussion Saturday morning will feature Richard A. Hunt, Professor of Mathematics at Purdue University, and Mike W. Dellens, mathematics instructor at Austin Community College.

Hunt, who was chosen for "best teacher" honors by advanced science students, has taught calculus for more than 20 years, including positions at Princeton University and the University of Chicago, before being appointed to the mathematics faculty at Purdue in 1978. He received the Ph.D. degree from Washington University and has been recognized internationally as the recipient of the Salem Prize in 1969 for his work in harmonic analysis. Hunt's many publications reflect an in-depth research of both harmonic analysis and potential theory. Among his works is the college textbook, *Calculus (With Analytic Geometry)* (Harper & Row, Publishers).

Richard A. Hunt

Friday's Mathematics Section Meeting will feature a discussion and demonstration of "Latest Trends and Latest Software." Speakers will include Margaret Lial, mathematics instructor at American River College, Sacramento; Vivian A. Dennis, mathematics instructor, Eastfield College; and Gary Klein, Director of Educational Computing for the Dallas County Community College District.

Chairperson of the Mathematics Section this year is Eddie W. Robinson, Cedar Valley College.

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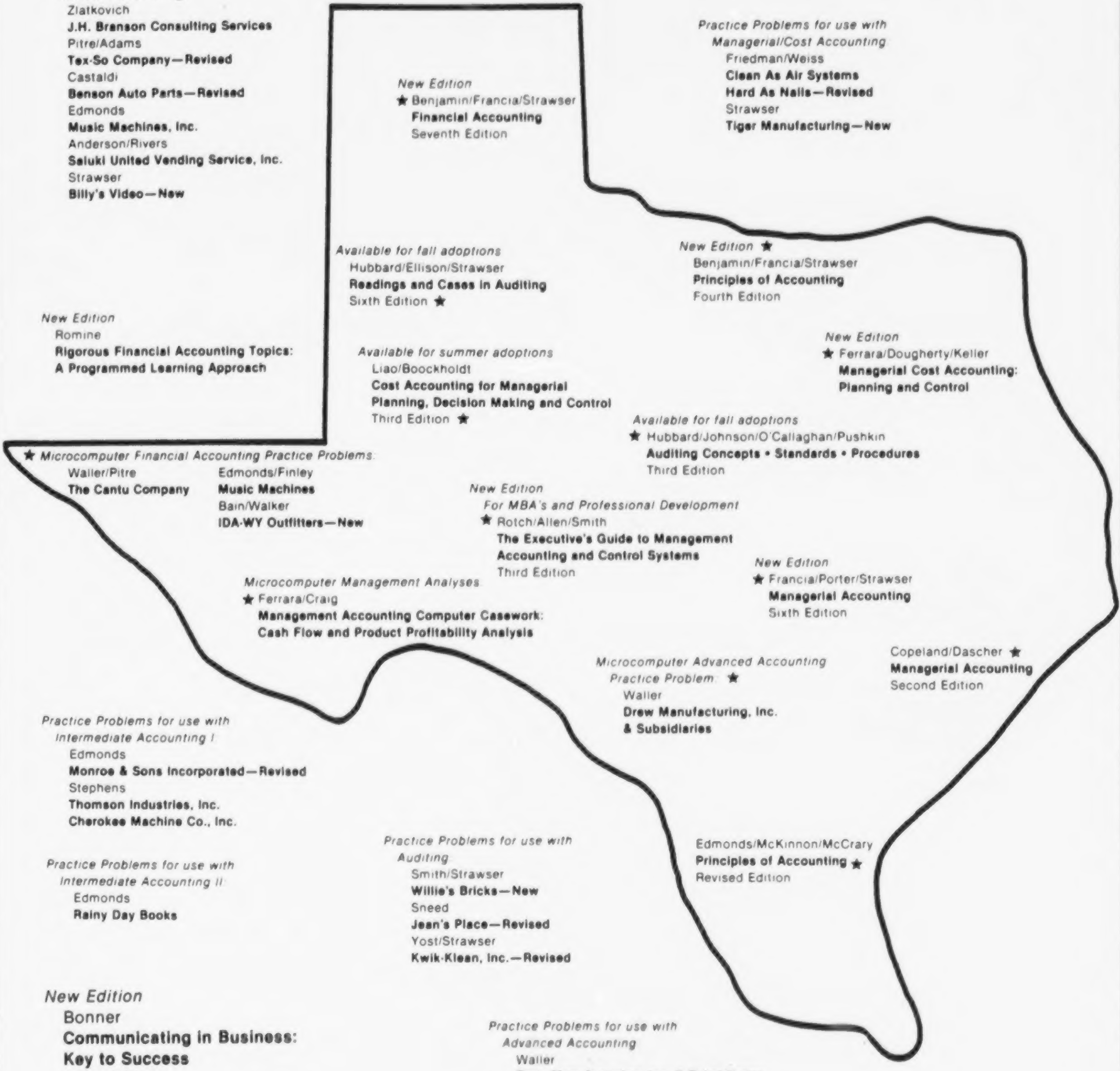

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PROFESSORS TO ADDRESS GOVERNMENT SECTION

Grier Stephenson

Anthony Champagne

Two topics of major contemporary interest in political science will be discussed at this year's meetings of the TJCTA Government Section.

At the Friday session, Grier Stephenson, Jr., Professor of Government and Politics at Franklin and Marshall College, will speak on "Super Tuesday," discussing the high stakes up for grabs among this year's presidential hopefuls in the March 8 primaries. Stephenson's areas of specialization include American politics, constitutional law, and judicial politics. He is a speaker for the Commonwealth Speakers Program sponsored by the Pennsylvania Humanities Council, a recipient of the Lindback Award for Distinguished Teaching, and is author of numerous articles, papers, and books, including the survey text, *American Government* (Harper and Row, 1988).

Speaker for Saturday's Government Section Meeting will be Anthony Champagne, Professor of Government at The University of Texas at Dallas, whose topic will be "Judicial Reform in Texas." Champagne contributed to the recent CBS *60 Minutes* segment exposing some of the problems with the state judicial system of Texas. Champagne is presently writing a book on judicial reform in Texas and has published a widely cited article in *Southwestern Law Journal* which has led to interviews in *The Wall Street Journal*, *Newsweek*, *U.S. News & World Reports*, *Common Cause*, and the *60 Minutes* segment.

Plans for this year's Government Section programs were developed by section co-chairpersons, Lawrence W. Miller, Collin County Community College, and Richard Lee Elam, Hill College.

TEXAS BANKING TRENDS TO BE DISCUSSED

Roger LeRoy Miller

"Banking Trends in Texas" is the topic for discussion at the Friday meeting of the TJCTA Economics Section during this month's convention in Dallas. Featured speaker will be Roger LeRoy Miller, senior research scholar in the College of Commerce and Industry at Clemson University.

Miller received his Ph.D. degree from the University of Chicago in 1968 and has taught at the University of Washington and the University of Miami. He co-founded the Law and Economics Center at the University of Miami School of Law in 1974 and was at various times its associate director and interim director from then until 1984. He is presently affiliated with the Center for Policy Analysis and the Department of Economics at Clemson.

Miller has been teaching in the areas of economic analysis of legal cases, price theory, and monetary theory. He has lectured frequently to journalists throughout the country, presenting them with innovative ways to understand and report on economic news. He is a prolific author in the subjects of statistics, economics, business law, consumer economics, personal finance, and political science. Among other major works, Miller is author of the basic economics textbook, *Economics Today* (Harper & Row, Publishers).

Speaker for the Saturday Economics Section Meeting will be Art Ekholm, manager for economic research, Texas Utilities Electric Company. His topic will be "Economics of Texas Public Utilities."

Chairperson of the Economics Section this year is Harold R. Huth, Blinn College.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the seventh consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances. David Bell, business instructor at Richland College, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 26, in the Sapphire Room of the Loews Anatole hotel in Dallas. The seminar will be repeated at 12:30 p.m., the same day.

David Bell

Bell holds BBA and MBA degrees from Stephen F. Austin State University. Certified as a financial planner and enrolled to practice before the Internal Revenue Service, Bell teaches income tax and personal money management at Richland College.

During the TJCTA seminar, Bell will discuss subjects such as budgeting, setting financial goals, taxes, investments, and estate planning.

Arrangements for the seminar were developed by the TJCTA Membership Services Committee chaired by Edith Bartley, Tarrant County Junior College–South Campus. Bell's appearance was arranged by Evelyn Sconce, Richland College, a member of the committee.

SECRETARIAL SCIENCE SECTION TO TOUR INFOMART FACILITIES

A tour of EPOCENTER at INFOMART is scheduled for members of the TJCTA Secretarial Science Section attending this month's convention. The INFOMART center is billed as "the world's first information processing market center," and provides research and demonstration facilities for virtually all major manufacturers of information processing hardware and software.

TJCTA members will view a video presentation upon arrival at INFOMART, then divide into two groups for product demonstrations. A demonstration by representatives of the Xerox Corporation will present "the easiest, most user-friendly document processing system that exists today." The second demonstration will be presented by representatives of CPT Corporation, a worldwide manufacturer of office automation products, including workstations, networking systems, desktop publishing systems, intelligent shared resource systems, and peripherals. The demonstration for TJCTA members will present an overview of electronic publishing on CPT's full-page, easy to use DOS-based system. According to program planners, the demonstration will be informational for those who are not necessarily graphic arts professionals, but who are interested in the "art" of doing their own publishing to produce books, newsletters, proposals, simple manuals, and other documents.

Saturday's meeting of the Secretarial Science Section will feature a discussion of "New Technologies in the Classroom" by Dennis Curtin, author of many papers and books on the business applications of microcomputers. Curtin began as an editor at Prentice-Hall, where he developed numerous textbooks for courses in engineering, technical, and vocational education. Later, as the executive editor of Prentice-Hall's engineering and technical publishing programs, he greatly expanded their vocational and career education publishing programs. As editor-in-chief of Prentice-Hall's international division, Curtin launched a new publishing program in Europe that specialized in titles of international interest in the fields of business and computer science.

Curtin has written numerous books on spreadsheet applications and word processing. His first major textbook, *Microcomputers: Software and Applications*, was published two years ago by Prentice-Hall. This year Prentice-Hall has published Curtin's series, *Word and Information Processing on Microcomputers* and his new text, *Applications Software*.

Arrangements for the Secretarial Science Section programs were developed by Nancy S. Whitworth, Trinity Valley Community College, who serves this year as section chairperson.

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41st Annual Convention
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
and
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LOEWS ANATOLE HOTEL **FEBRUARY 25-27, 1988** **DALLAS, TEXAS**

Convention Theme:

"We Care...We Teach"

Convention-At-A-Glance

THURSDAY—FEBRUARY 25, 1988

9:00 a.m.– 5:00 p.m.	Special Meetings (to be announced)
12:00 Noon–10:00 p.m.	Convention Registration—Grand Ballroom Foyer
1:00– 4:00 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00– 5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committees—Peridot Room
6:00– 7:00 p.m.	Informal Social Hour with Cash Bar—Khmer Pavilion
7:00– 9:00 p.m.	BANQUET AND FIRST GENERAL SESSION—Khmer Pavilion

FRIDAY—FEBRUARY 26, 1988

7:30– 8:45 a.m.	Financial Planning Seminar—Sapphire Room (repeated at 12:30 p.m.)
8:00 a.m.– 5:00 p.m.	Convention Registration—Grand Ballroom Foyer
8:00 a.m.– 5:00 p.m.	Exhibits Open—Grand Ballroom
8:00 a.m.– 5:00 p.m.	Polls Open (Election of Officers)—Grand Ballroom Foyer
9:00– 10:30 a.m.	Section Meetings for Some Sections
10:45 a.m.–12:15 p.m.	Section Meetings for Remaining Sections
12:30– 1:45 p.m.	Financial Planning Seminar—Sapphire Room (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Symposium on Educational Computing—Miro Room
2:00– 4:00 p.m	SECOND GENERAL SESSION—Khmer Pavilion
4:30– 6:00 p.m.	Special Meetings (listed elsewhere on this page)
9:00 p.m.– 1:00 a.m.	Dance for TJCTA Members and Invited Guests—Khmer Pavilion *(Admission by convention badge only)*

SATURDAY, FEBRUARY 27, 1988

8:00–11:30 a.m.	Convention Registration—Grand Ballroom Foyer
8:00–11:30 a.m.	Exhibits Open—Khmer Pavilion
9:00–10:15 a.m.	Section Meetings for Some Sections
10:30–11:45 a.m.	Section Meetings for Remaining Sections
11:45 a.m.	Adjournment
12:00 Noon - 3:00 p.m.	Special Meetings (to be announced)

TJCTA COMMITTEE MEETINGS
Thursday, February 25, 1988
Loews Anatole Hotel

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee	1:00–3:00 p.m.—Batik-B
Legislative Committee	1:00–3:00 p.m.—Batik-A
Membership Services Committee	1:00–3:00 p.m.—Cardinal-A
Auditing Committee	2:00–3:00 p.m.—Peridot
Resolutions Committee	3:00–4:00 p.m.—Peridot
Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons	4:00–5:00 p.m.—Peridot

SPECIAL MEETINGS

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, Feb. 25, 8:00 a.m.–12:00 Noon—Fleur de Lis Room—Chairperson: Dale F. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

Business/Business Data Processing/Office Occupations Division Directors and Chairpersons—Thursday, Feb. 25, 9:00 a.m.–3:00 p.m.—Travertine Room—Co-Chairpersons: Mike J. Martin and Patricia A. Long, Tarrant County Junior College–South Campus, and Charles T. Norton, Wharton County Junior College

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 25, 2:00–6:00 p.m.—Inverness Room—Gaynelle H. Hayes, Galveston College, President

Texas Association for Staff, Program, and Organizational Development (TASPOD)—Friday, Feb. 26, 12:30–1:45 and 4:30–5:30 p.m.—Edelweiss Room—"Teacher as Leader," Mimi Valek, Coordinator of Staff Development, Austin Community College—Robert L. Claussen, Tarrant County Junior College–Northwest Campus, President

Retirement Seminar (for retired and soon-to-be-retired members)—Friday, Feb. 26, 4:30–6:00 p.m.—Miro Room—"TRS and You," Gary Thompson, Director of College, University, and Governmental Relations; Teresa Burroff, Staff Attorney; and Joanne Holshouser, Coordinator of Member Relation, Teacher Retirement System of Texas; "American Association of Retired Persons," James Bergen, AARP State Director; "Elderhostel Travel Programs," Mitchell Grossman, Professor of Government *Emeritus*, San Antonio College

Wellness Program Networking—Friday, Feb. 26, 4:30–6:00 p.m.—Dardenelles Room—Informal discussion for administrators, faculty, and staff from schools with wellness programs or those interested in establishing such programs—Ellen H. Brennan, Health Awareness Coordinator, and Carol A. Johnson, Associate Professor of Physical Education, San Antonio College

Texas Mathematical Association of Two-Year Colleges (TexMATYC)—Friday, Feb. 26, 4:30–6:00 p.m.—Wyeth Room—Eddie W. Robinson, Cedar Valley College, President

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 26, 4:30–6:00 p.m.—Lalique Room—Clifford Wood, Grayson County College, State Adviser

Southwest Regional Conference on English in the Two-Year College—Executive Committee—Saturday, Feb. 27, 10:30–11:45 a.m.—Library—Linnie Jones, New Mexico State University at Alamogordo, President

TEXAS JUNIOR COLLEGE ASSOCIATION
Annual Luncheon Meeting
Friday—Feb. 26—12:00 Noon–2:00 p.m.—Emerald Room
Dennis F. Michaelis, Paris Junior College, President
Guest Speaker: Gregory E. Mitchell, Chairperson,
Committee on Community Colleges and Technical Institutes,
Texas Higher Education Coordinating Board

CONVENTION GENERAL SESSIONS

First General Session

Thursday, February 25, 7:00 p.m.	Khmer Pavilion
Presiding	Mary R. Parker, Austin Community College, President, Texas Junior College Teachers Association
Business Session	
ADDRESS	CAROL A. TAVRIS

Second General Session

Friday, February 26, 2:00 p.m.	Khmer Pavilion
Presiding	Mary R. Parker, Austin Community College, President, Texas Junior College Teachers Association
Business Session	
ADDRESS	KENNETH H. ASHWORTH, Texas Commissioner of Higher Education
Panel Discussion	Jeff H. Campbell, Professor of English, Midwestern State University Nellie Carr Thorogood, President, North Harris County College–East Campus William C. Davis, Instructor of Psychology, Texas Southmost College Mary R. Parker, Instructor of Mathematics, Austin Community College

CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1988 convention:

Professional, Associate, Student, and Unaffiliated Members	$ 15
Immediate Family of Registered Members (above 18 years of age) *(provided the guests are not themselves eligible for professional membership)*	$ 5
Guests of the Association:	
Program Participants *(not eligible for professional membership)*	No charge
Representatives of Exhibitors *(not eligible for professional membeship)*	No charge
All Others	$ 40

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO WEAR CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Each section will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.)

ACCOUNTING

Chairperson: GEORGE A. LOUGHRAN, JR., San Jacinto College–North Campus

Friday, 9:00 a.m.–12:15 p.m.— Coral

"Seminar On Learning By Objectives," Belverd E. Needles, Jr., CPA,CMA, Professor of Accounting, DePaul University

Saturday, 9:00–10:15 a.m.— Coral

"Hands-on Use of Computers in Accounting Instruction," Lew Gossage, Manager, College Division Market/Acquisitions; Rick Lindgren, Courseware Analyst and Editor; and Ken Martin, Senior Editor, all of South-Western Publishing Co., Cincinnati

AGRICULTURE

Chairperson: THOMAS KEMP, Tarrant County Junior College–Northwest Campus

Friday, 8:30–12:30 p.m.—Tour of Agribusiness Facilities:

Agriculture Estate Management Department, Texas American Bank, Fort Worth, Tom Woodard, Vice President

Texas and Southwest Cattle Raisers Association Headquarters, Jim Kelley, TSCRA Official

Agriculture Workers Insurance Company, Marcus Hill, Vice President

NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 8:30 a.m., and will return to the hotel at approximately 12:30 p.m.

Saturday, 10:30–11:45 a.m.— Batik–B

"Using Entomology in Related Agriculture Courses: Current Updates on Control and Identification," Beverly Brewer and H. A. Turney, Extension Entomologists, Texas Agriculture Extension Service, Texas A&M Research Center, Dallas

AERONAUTICAL TECHNOLOGY

Chairperson: JERRY R. ADAMS, Tarrant County Junior College–Northwest Campus

Friday, 9:00–10:30 a.m— Batik–A

"Status of Aviation in Texas," John Eslinger, Education Coordinator, Texas Aeronautics Commission

Saturday, 10:30–11:45 a.m.— Batik–A

"Application of the JetCal Analyzer to Turbojet Engines," Wes Westley, Manager, Engine Test Equipment, Howell Instruments, Inc., Fort Worth

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: JAMES E. ROBERTS, Tarrant County Junior College–South Campus

Friday, 10:45 a.m.–12:15 p.m.— Batik–A

"Introduction and Update of the Scroll, Discus, and Variable Speed Compressors," Dick Moreland, District Sales Manager, Copeland Compressors, Dallas-Fort Worth

Saturday, 9:00–10:15 a.m.— Batik–A

"VAV Systems: Application and Control," Don Goldston, President, Don Goldston Air Conditioning Company, Fort Worth

ART

Chairperson: ALBERT A. STEWART, Trinity Valley Community College

Friday, 10:00 a.m.–12:00 Noon

Field Trip to Peregrine Press. "The Artist and Master Printer: An Informal Discussion on the Master Print Shop," Michael Hart, Director, Peregrine Press, Inc., Dallas

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 10:00 a.m., and will return to the hotel at approximately 12:00 Noon.

Saturday, 10:00 a.m.–12:00 Noon

Tour of the Dallas Museum of Art

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 10:00 a.m., and will return to the hotel at approximately 12:00 Noon.

AUTOMOTIVE SERVICES

Chairperson: EDWARD E. HESTER, JR., Cedar Valley College

Friday, 9:00–10:30 a.m.— Peridot

"Nissan Electrically Controlled Air Conditioning," Bill Stephens, Instructor/Coordinator, Nissan Factory Training

Saturday, 10:30–11:45 a.m.— Peridot

"Which Direction Are You Headed?" Roland Dickinson, Regional Manager, Hunter Engineering

BIOLOGY

Chairperson: KENNETH F. GRIFFIN, Tarrant County Junior College–Northwest Campus

Friday, 10:45 a.m.–12:15 p.m.— Steuben

"Biology Education: Now and the Nineties," Panel Discussion: Janet L. Hopson, science writer and co-author of *Biology*, (Random House); Clyde E. Bottrell, Associate Professor of Biology, Tarrant County Junior College–South Campus; Leslie O. Albin, Instructor of Biology, Austin Community College; Judith A. Parks, Instructor and Chairperson, Department of Biology, Tyler Junior College; Winston C. McCowan, Instructor of Biology, Northeast Texas Community College

Saturday, 9:00–10:15 a.m.— Steuben

"A Return to China: Mammalian Studies and New Species," Arthur Cleveland, Professor of Biology, Texas Wesleyan College

BUSINESS ADMINISTRATION

Chairperson: DONNA M. KANTAK, College of the Mainland

Friday, 9:00 –10:30 a.m.— Steuben

"Using the Personal Computer in Marketing Classes," Charles M. Futrell, Professor and Chairperson, Department of Marketing, Texas A&M University

Saturday, 10:30–11:45 a.m.— Steuben

"Adding Excitement to Introduction To Business: Activities All Students Like," William M. Tapp, Instructor of Business, College of the Mainland

CHEMISTRY

Chairperson: JOE DEAN ZAJICEK, McLennan Community College

Friday, 9:30 a.m.–12:00 Noon

Tour of Texas Health Science Center. The tour will include areas in radiology, magnetic resonance imaging, forensics, biochemistry, and pharmacology. (Tour limited to 30 participants; preference given to community college chemistry faculty.)

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:30 a.m., and will return to the hotel at approximately 12:00 Noon.

Saturday, 10:30–11:45 a.m.— Cardinal–A

"Structures and Properties of Inorganic Solids," William R. Robinson, Professor of Chemistry, Purdue University, co-author of *General Chemistry* and *College Chemistry* (D. C. Heath and Company)

COMPENSATORY / DEVELOPMENTAL EDUCATION

Chairperson: MICHAEL L. BURKE, Eastfield College

Friday, 10:45 a.m.–12:15 p.m— Travertine

"Developmental Educators Respond to House Bill 2182," Ann B. Faulkner, Coordinator of Learning Skills Center, Mountain View College; Gail M. Platt, Director of Learning Center, South Plains College; Hazelyn D. Lewis, Associate Professor of English, St. Philip's College

Saturday, 9:00–10:15 a.m.— Travertine

"Writing Assessment and the Texas Academic Skills Program for Fall 1989: A Status Report," Lew C. Sayers, Jr., Instructor of Developmental Writing, Mountain View College

COSMETOLOGY

Chairperson: LINDA KALMUS, Wharton County Junior College

Friday, 10:45 a.m.–12:15 p.m.— Batik–B

"Shaping Up With Nutrition and Exercise," Carolyn D. Henson, President, Wellness Communications, Inc., Dallas

Saturday, 9:00–10:15 a.m.— Batik–B

Overview of What's Happening in the Texas Cosmetology Commission. Panel Discussion with State Board Directors: Norman Jenkins, Executive Director; Larry Perkins, Director of Inspection; Victor Balderez, Director of Exams; Delores Alspaugh, Manager of Information Services

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: CINDY H. HAMMIT, Collin County Community College

Friday, 9:00–10:30 a.m.— Senators Lecture Hall

"Texas Academic Skills Program (TASP): Challenges and Issues," Joan Matthews, Program Director, Texas Higher Education Coordinating Board; Jack E. Stone, Vice Chancellor of

Educational Affairs, Dallas County Community College District; John R. Grable, President-Elect, Brazosport College; Deborah L. Floyd, Vice President, Student Development, Collin County Community College

Saturday, 10:30–11:45 a.m.— Senators Lecture Hall

"Texas Academic Skills Program (TASP): Practitioners' Issues," Nellie Carr Thorogood, President, North Harris County College–East Campus; Jocelyn Chadwick-Joshua, Instructor of English, Collin County Community College; Jacquelyn B. Tullock, Director of Counseling, Brookhaven College; Carol S. Goldsby, Instructor of Licensed Vocational Nursing, North Harris County College–East Campus

CRIMINAL JUSTICE

Chairperson: DAVID O. GARRETT, Navarro College

Friday, 9:00–11:30 a.m.— Fleur-de-Lis–A

"Alternative Educational Vehicle to License Peace Officers in Texas," Larry Hoover, Professor, Criminal Justice Center, Sam Houston State University; Ed Lane, Educational Director, Texas Commission on Law Enforcement Officer Standards and Education, and Assistant Manager, Law Enforcement Institute

Saturday, 9:00–10:15 a.m.— Fleur-de-Lis–A

"Issues in Criminal Justice," Panel Discussion led by David O. Garrett, President, Community College Criminal Justice Educators of Texas, and Director, Criminal Justice Education, Navarro College

DATA PROCESSING

Chairperson: RUSSELL C. HOLLINGSWORTH, Tarrant County Junior College–Northeast Campus

Friday, 10:45 a.m.–12:15 p.m.— Morocco

"Teaching Small Systems Software," Terris B. Wolff, Assistant to the Director of Computing, University of Southern California, and author of *Microcomputer Applications*

Saturday, 9:00–10:15 a.m.— Morocco

"The Introductory Course and Bridge Software," Patrick G. McKeown, Professor, Management Science and Information Technology, University of Georgia, and author of *Living With Computers*

DEVELOPMENTAL READING

Chairperson: ROBERT A. RENK, Trinity Valley Community College

Friday, 9:00–10:30 a.m.— Manchester

"Visual Literacy and Verbal Literacy," Harvey Wiener, Associate Dean for Academic Affairs, and Director, Freshman Skills Assessment Program, The City University of New York

Saturday, 10:30–11:45 a.m.— Manchester

"Adapting a Community-Based Intergenerational Literacy Model to the Needs of Students in a College Developmental Reading Program," Cristina Velarde, Lead Teacher, Intergenerational Literacy Project, and Carol Walvekar, Director, Literacy Programs, El Paso Community College

ECONOMICS

Chairperson: HAROLD R. HUTH, Blinn College

Friday, 10:45 a.m.–12:15 p.m.— Wyeth

"Banking Trends in Texas," Roger LeRoy Miller, Senior Research Scholar, College of Commerce and Industry, Clemson University

Saturday, 9:00–10:15 a.m.— Wyeth

"Economics of Texas Public Utilities," Art Ekholm, Manager, Economic Research, Texas Utilities Electric Company, Dallas

ELECTRONICS

Co-Chairpersons: STANLEY R. FULTON, Mountain View College, and GUS D. RUMMEL, American Educational Complex

Friday, 12:00 Noon–1:30 p.m.— Madrid

Luncheon Meeting. "Mass Digital Storage Technology Update," Jeff Williams, Systems Specialist, Entre Computer Centers

Friday, 7:30–9:00 p.m.— Madrid

Dinner Meeting. "Innovations in Electronics Instruction," Electronics Vendors and Publisher Representatives

Saturday, 8:00–9:30 a.m.— Madrid

Breakfast Meeting. "National Semiconductor 32 Bit Technology Review," Engineering Staff, National Semiconductor, Arlington

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY

Chairperson: RICHARD L. STOTTS, North Harris County College–South Campus

Friday, 9:00 a.m.–12:30 p.m.—Tour of IDEACENTER at INFOMART to see latest developments in Computer Integrated Manufacturing, Computer Aided Design, and Computer Aided Engineering

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 12:30 p.m.

Saturday, 10:30–11:45 a.m.—Ming

Open discussion on various related subjects

ENGLISH

Chairperson: ROBERT W. WYLIE, Amarillo College

Friday, 10:45 a.m.–12:15 p.m.— Lalique

"Teaching Writing and Teaching Grammar: Revision Strategies," Susanne Webb, Coordinator of Freshman English, Texas Woman's University, Denton

Saturday, 9:00–10:15 a.m.— Lalique

"Writing Across the Curriculum: Ways to Make the Composition Class Relevant to Writing in the Disciplines," Douglas Gene Hunt, Director, Campus Writing Program, University of Missouri, Columbia

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: PATRICK D. COX, Houston Community College

Friday, 9:00 -10:30 a.m.— Cardinal-B

"Testing Language Skills: Issues and Problems of Placement in ESL Programs," Carol Swanson, Project Coordinator, ESL Program, San Antonio College

"Constructing Longer Sentences: A No-Nonsense Writing/Testing Activity," L. Michael Evans, Coordinator of Intensive English Support Services, Intensive English Program, Houston Community College

Saturday, 10:30-11:45 a.m— Cardinal-B

"Peer Editing and ESL Composition," William Acton, Associate Professor of English, University of Houston

"Do Developmental ESL Programs Prepare Students for Freshman English?" David A. Ross, Instructor, English for Foreign Speakers, Houston Community College

FOREIGN LANGUAGE

Chairperson: GILBERTO HINOJOSA, Tarrant County Junior College-Northeast Campus

Friday, 10:45 a.m.-12:15 p.m.— Fleur-de-Lis-B

"School/College Collaborative: Grant-Funded Workshops for Teachers of Foreign Languages," Jane Harper, Professor of French and Chairperson, Humanities Division; and Madeleine Lively, Chairperson, Department of Foreign Languages, Tarrant County Junior College-Northeast Campus

Saturday, 9:00-10:15 a.m.— Fleur-de-Lis-B

"The Proficiency Movement: Curse or Blessing?" David F. Stout, Chairperson, Department of Foreign Languages, Austin College

GEOLOGY AND GEOGRAPHY

Chairperson: DAVE L. HANSMIRE, College of the Mainland

Friday, 10:45 a.m.-12:15 p.m.— Edelweiss

"Investigation of Telecourse: *Planet Earth*," Dave L. Hansmire, Instructor, Division of Mathematics, Health and Natural Sciences, College of the Mainland

Saturday, 8:30 a.m.-2:30 p.m.

"Environmental Geology: City of Dallas," Peter Allen, Department of Geology, Baylor University

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GOVERNMENT

Co-Chairpersons: LAWRENCE W. MILLER, Collin County Community College, and RICHARD LEE ELAM, Hill College

Friday, 9:00-10:30 a.m.— Travertine

"Super Tuesday," Grier Stephenson, Jr., Professor of Government and Politics, Franklin and Marshall College, and author of *American Government* (Harper and Row)

Saturday, 10:30-11:45 a.m.— Travertine

"Judicial Reform in Texas," Anthony Champagne, Professor of Government, The University of Texas at Dallas

HEALTH OCCUPATIONS

Co-Chairpersons: JOHN D. HISER and BENITA B. MAYS, Tarrant County Junior College-Northeast Campus, and HELEN V. REID, Trinity Valley Community College

Friday, 9:00-10:30 a.m.— Lalique

"AIDS/HIV Infections: Epidemiology and Control," Gordon Green, M.D., Director, Dallas County Health Department

Saturday, 10:30-11:45 a.m.— Lalique

"AIDS Civil Rights Considerations in the Health Occupations," Michael A. Gonzales, Equal Opportunity Specialist, Office of Civil Rights, U. S. Department of Health and Human Services; Thomas F. Walch, Public Health Advisor, Texas AIDS Program, Texas Department of Health

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chairperson: REX ALAN PARCELLS, Collin County Community College

Friday, 9:00-10:30 a.m.— Morocco

"Physical Fitness Technology: Training Fitness Professionals in the Community College," V. Sue Jones, Coordinator, Physical Fitness Technology, North Lake College

Saturday, 10:30-11:45 a.m.— Morocco

"Health and Fitness Computer Software," Michael Dehn, Executive Director, Health Management Consultants

HISTORY

Chairperson: FRANK J. WETTA, Galveston College

Friday, 10:30 a.m.-12:30 p.m.— Rosetta

"The German Question Then and Now: Germany in International Affairs," Gary D. Stark, Associate Professor of History, The University of Texas at Arlington

"The Reagan Years in Historical Perspective," George B. Tindall, Kendall Professor of History, University of North Carolina

Saturday, 9:00-10:15 a.m.— Chambers Lecture Hall

"Citizen Kane Revisited: The Life of William Randolph Hearst," Ben Procter, Professor of History, Texas Christian University

HORTICULTURE

Chairperson: MARK J. SCHUSLER, Tarrant County Junior College-Northwest Campus

Friday, 9:00-10:30 a.m.— Inverness

"Horticulture Students Transferring from the Community College to Texas A&M," Joseph R. Novak, Senior Lecturer and Undergraduate Coordinator, Horticulture Department, Texas A&M University

Saturday, 10:30–11:45 a.m.— Inverness

"The Coordinating Board and How It Relates to the Community College and Transfers to Four-Year Universities," Forrest E. Ward, Program Director, Division of University and Health Affairs, Texas Higher Education Coordinating Board

LEARNING RESOURCES

Chairperson: THEODORE E. DRAKE, Tarrant County Junior College–South Campus

Program Chairperson: BERNARD J. BENNETT, Blinn College

Friday, 9:00–10:30 a.m.— Wyeth

"Budget Justification in Competitive Times," Julie Todaro, Head Librarian, Rio Grande Campus, Austin Community College.

Saturday, 10:30–11:45 a.m.— Wyeth

"User Education in Texas Community College Libraries," Patricia Morris Donegan, Bibliographic Instruction/Reference Librarian, San Antonio College; Sharon K. Kenan, McLennan Community College; W. Lee Hisle, Austin Community College

MATHEMATICS

Chairperson: EDDIE W. ROBINSON, Cedar Valley College

Friday, 10:45 a.m.–12:15 p.m.— Governors Lecture Hall

"Latest Trends and Latest Software," Margaret Lial, Instructor of Mathematics, American River College, Sacramento; Vivian A. Dennis, Instructor of Mathematics, Eastfield College; Gary Klein, Director of Educational Computing, Dallas County Community College District

Saturday, 9:00–10:15 a.m.— Governors Lecture Hall

"Calculus: Present and Future," Richard Hunt, Professor of Mathematics, Purdue University; Mike W. Dellens, Instructor of Mathematics, Austin Community College

MUSIC

Chairperson: MYRNA L. FIELDS, Weatherford College

Friday, 9:00–10:30 a.m.— Batik–B

"Issues in Instructional Software Evaluation," Dennis Bowers, Director, Computer Assisted Learning Lab, Meadows School of the Arts, Southern Methodist University

Saturday, 10:00–11:45 a.m.

"Hands On Software Evaluation," Dennis Bowers, Director, Computer Assisted Learning Lab, Meadows School of the Arts, Southern Methodist University

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ORGANIZATION OF JUNIOR / COMMUNITY COLLEGE ADMINISTRATIVE OFFICERS

Chairperson: ROBERT AGUERO, Southwest Texas Junior College

Friday, 10:45 a.m.–12:15 p.m.— Cardinal–A

"Affirmative Action and the Texas Plan," Gerald Wright, Director of Equal Educational Opportunity, Texas Higher Education Coordinating Board

Saturday, 9:00–10:15 a.m.— Cardinal–A

"Wellness Programs in Community Colleges: Past, Present, Future," Paula H. Vastine, Director of Student Development Services, Tarrant County Junior College–Northeast Campus, and Flo Stanton, Health Education Services, Tarrant County Junior College

PHILOSOPHY

Chairperson: SIDNEY CHAPMAN, Richland College

Friday, 9:00–10:30 a.m.— Dardenelles

"Picking, Playing, and Philosophizing: A Concert/Lecture on Matters Philosophical," Pete A. Y. Gunter, Professor of Philosophy, North Texas State University

Saturday, 10:30–11:45 a.m.— Milan

"*The Closing of the American Mind*: A Round Table Discussion of Alan Bloom's Provocative Book," Panelists and Audience Participation

PHYSICS AND ENGINEERING

Chairperson: MICHAEL L. BROYLES, Collin County Community College

Friday, 10:45 a.m.–12:15 p.m.— Cardinal–B

"Physics For Technicians: A Systems Approach," Leno Pedrotti, Vice President and Program Manager, and Woody Baker, Research Associate, Center for Occupational Research and Development, Waco

Saturday, 9:00–10:15 a.m.— Cardinal–B

"Artificial Intelligence in the Classroom," Tom May, Texas Instruments, Dallas

PSYCHOLOGY

Chairperson: DORIS J. WARD, San Jacinto College–South Campus

Friday, 10:45 a.m.–12:15 p.m.— Senators Lecture Hall

"Special Needs of Today's Students," Roberta M. Berns, Instructor of Psychology, Saddleback Community College, Mission Viejo, California

"Anger—The Misunderstood Emotion," Carol A. Tavris, Visiting Scholar/Lecturer, Department of Psychology, University of California at Los Angeles

Saturday, 9:00–10:15 a.m.— Senators Lecture Hall

"Classroom Antidotes for Student Gullibility," Dennis Coon, Instructor of Psychology, Santa Barbara City College

"Stress Management," Douglas Bernstein, Professor of Psychology, University of Illinois

REAL ESTATE

Chairperson: SYDNA KAY WILSON, North Lake College

Friday, 9:00–10:30 a.m.

"Help Students Make Money Selling FSLIC Properties," Michael Quarry, Regional Marketing Manager, Federal Savings and Loan Insurance Corporation

NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 10:30 a.m.

Saturday, 10:30–11:45 a.m.— Chambers Lecture Hall

"Economic Outlook," William T. Long, III, Economist and Manager of Research Department, Federal Reserve Bank of Dallas

REGISTRARS

Chairperson: JACK D. THORNTON, Tarrant County Junior College–South Campus

Friday, 10:45 a.m.–12:15 p.m.— Obelisk–A

"Pre-Registration in the Community College: Pro and Con," D. Francette Carnahan, Associate Vice President for Admissions and Records, Grayson County College; Joe D. Forrester, Dean of Student Personnel Services, El Paso Community College; Steven Twenge, Director of Admissions/Registration, North Lake College; John Williamson, Registrar and Director of Admissions, Cedar Valley College

Saturday, 9:00–10:15 a.m.— Obelisk–A

"The Common Course Number: Project of the Gulf Coast Consortium," Charles Hardwick, Senior Vice President and Provost, University of Houston at Clear Lake

SECRETARIAL SCIENCE

Chairperson: NANCY S. WHITWORTH, Trinity Valley Community College

Friday, 9:00 a.m.–1:00 p.m.

Tour of EPOCENTER at INFOMART with Product Centers Demonstrations

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Saturday, 9:00–10:15 a.m.— Milan

"New Technologies in the Classroom," Dennis Curtin, Textbook Author of *Microcomputers: Software and Applications, Word and Information Processing on Computers*, and *Applications Software*

SOCIOLOGY AND ANTHROPOLOGY

Chairperson: GLENN C. CURRIER, El Centro College

Friday, 9:00–10:30 a.m.— Obelisk–A

"Achieving Against the Odds: Comparative Research on the Mobility of Youth from Low Income Neighborhoods," William Kornblum, Professor of Sociology, Graduate School of the City University of New York

Saturday, 10:30–11:45 a.m.— Obelisk–A

"Sociology: Trends in Research and Teaching with Comments on Homelessness and Related Issues," William Kornblum, Professor of Sociology, Graduate School of the City University of New York

SPEECH AND DRAMA

Chairperson: SHELLEY D. LANE, Collin County Community College

Friday, 9:00–10:30 a.m.— Obelisk–B

"Subliminal Communication in Film, TV, and Everyday Life," Russell D. Kunz, Instructor of Business Administration, and Shelley D. Lane, Instructor of Speech Communication, Collin County Community College

Saturday, 10:30–11:45 a.m.— Obelisk–B

"Newscasting as a Career for Speech and Theatre Majors," Clarice Tinsley, co-anchor, KDFW-TV News

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY / JUNIOR COLLEGES (TACEC/JC)

Chairperson: SUSAN M. MUHA, Richland College

Friday, 9:00–10:30 a.m.— Edelweiss

"How to Work Effectively with the Coordinating Board: On the Other Side of the Fence," Nellie Carr Thorogood, President, North Harris County College–East Campus

Saturday, 10:30–11:45 a.m.— Madrid

"Grantsmanship: Finding Federal Program Monies Quickly," Sam Saenz, Public Affairs Specialist, U. S. Department of Education, Dallas

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

President: CHERI TURNER SPARKS, Howard College

Friday, 10:45 a.m.–12:15 p.m.— Manchester

"MASTERSCAN: Computerized Testing Program," Craig A. Barnard, Coordinator of Testing; Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support; and Larry K. Patterson, Associate Dean of Student Development and Instructional Support; all of Amarillo College

Friday, 4:30–6:30 p.m.— Manchester Room

TACCCSAA Business Meeting

Saturday, 9:00–10:15 a.m.— Manchester

"The AIDS Issue on Campus," Richard Scott Rafes, Assistant to the Chancellor for Legal Affairs and General Counsel, North Texas State University and Texas College of Osteopathic Medicine

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: CHARLES B. FLORIO, Kilgore College

President–Elect: GWEN TILLEY, San Jacinto College–Central Campus

Thursday, 5:00–6:30 p.m.— Lalique
TAJCCIA Executive Committee Meeting
Friday, 8:30 a.m.–12:15 p.m.— Topaz
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30–9:00 a.m.— Registration
9:00–10:30 a.m.—"College Administration and First Amendment Rights of Employees," Kelly Frels, Bracewell & Patterson, Attorneys at Law, Houston
10:45 a.m.–12:15 p.m.— Report from Texas Public Community/Junior College Association, Stanton Calvert, Executive Director
Saturday, 8:30–11:45 a.m.— Topaz
8:30 a.m.— Coffee
9:00–10:15 a.m.—"Developing Basic Skills Standards, FIPSE Project," Mary Griffith, Program Director, Texas Higher Education Coordinating Board
10:30–11:15 a.m.—"Uniform Numbering System: Report from the Gulf Coast Area Committee," Charles Hardwick, Senior Vice President and Provost, University of Houston at Clear Lake
11:15–11:45 a.m.—TAJCCIA Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: BERYL R. McKINNERNEY, Kilgore College
Friday, 8:30 a.m.–12:15 p.m.— Topaz
Joint meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30–9:00 a.m.— Registration
9:00–10:30 a.m.—"College Administration and First Amendment Rights of Employees," Kelly Frels, Bracewell & Patterson, Attorneys at Law, Houston
10:45 a.m.–12:15 p.m.— Report from Texas Public Community/Junior College Association, Stanton Calvert, Executive Director
Saturday, 9:00–10:15 a.m.— Miro
"A Report from the Texas Higher Education Coordinating Board Task Force on Program Guidelines," Panel Discussion: Ronnie L. Glasscock, Dean, Occupational Education, South Plains College; Luther "Bud" Joyner, President, Cooke County College; Claudia Moore, Program Coordinator, Texas Higher Education Coordinating Board; Clay Johnson, President, TSTI–Sweetwater

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCCDEA)

President: ELVA L. ALLIE, Tarrant County Junior College–Northeast Campus
Friday, 10:45 a.m.–12:15 p.m.— Ming
"Stress Management for Educators: If Professors are So Smart Why Don't They Take Care of Themselves?" David Welsh, psychologist, Jones, Welsh & Associates
"Program Evaluation," Theo L. Pilot, McLennan Community College
Saturday, 9:00–10:15 a.m.— Ming
"Reading Between the Lines: Evaluating RFPs and Basic Guidelines for Grant Writing," Horace F. Griffitts, Director of Research, Tarrant County Junior College District
"Update on Guidelines for Community College Child Development Programs," Betty J. Larson, San Antonio College; Catherine M. Mason, Central Texas College; Theo L. Pilot, McLennan Community College; Marilyn J. Hair, Odessa College; Elva L. Allie, Tarrant County Junior College–Northeast Campus

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

President: PERRY O. ORAND, Austin Community College
Thursday, 5:00–6:45 p.m.— Edelweiss
TJCMEA Executive Committee Meeting
Friday, 10:45 a.m.–12:15 p.m.— Obelisk–B
"Assessment of New *Coordinator's Handbook* and Its Implications for Management Programs in Texas," TJCMEA Handbook Committee. Co-Chairpersons: Perry O. Orand, Austin Community College; Norman D. Ellis, Tarrant County Junior College–Northeast Campus
Saturday, 9:00–10:15 a.m.— Obelisk–B
TJCMEA Business Meeting

VOCATIONAL–TECHNICAL EDUCATION

Chairperson: PAULA WEATHINGTON, Hill College
Friday, 10:45 a.m.–12:15 p.m.— Dardenelles
"Role Junior Colleges Can Play in the Literacy Problem," Lindy McCary, Literary Coordinator, Dallas Public Library; Allen O. Boehm, Dean of Instruction and Development, Hill College
Saturday, 9:00–10:15 a.m.— Peridot
"Hands Across the Border," Lynn R. Slater, Head of Technology Department, El Paso Community College; Tom Burns, Manager, General Electric, Mexico

WELDING

Chairperson: LONNIE DEWAYNE ROY, Mountain View College
Friday, 9:00 a.m.–12:00 Noon
Tour of General Motors automobile assembly plant, Arlington
NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 1:00 p.m.
Saturday, 10:30–11:45 a.m.— Fleur-de-Lis–B
"American Welding Society and Welding Education," Aaron Raatz, Supervisor of Welding and NDT, Georgia Power Company, Atlanta, and President, American Welding Society

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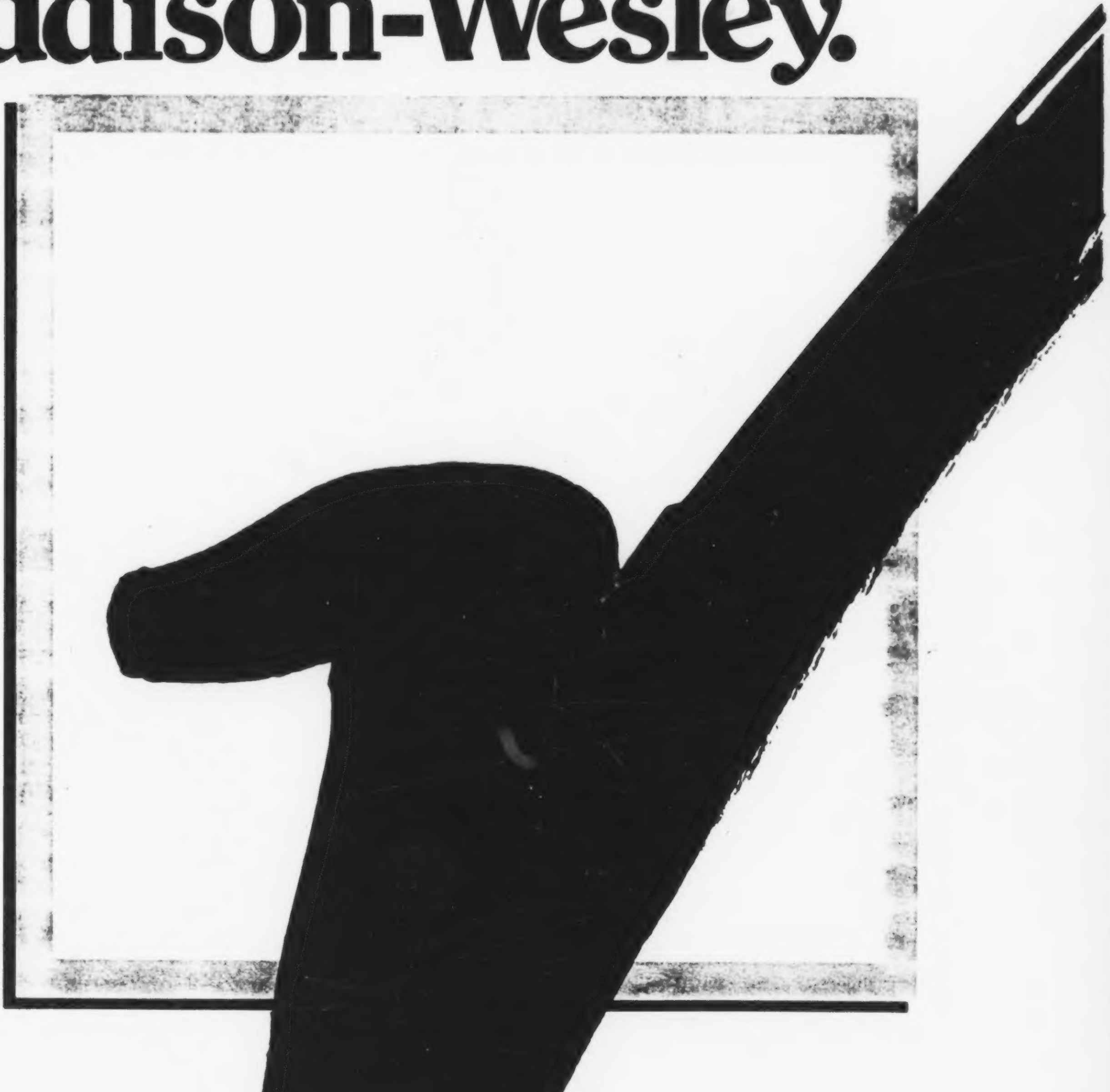

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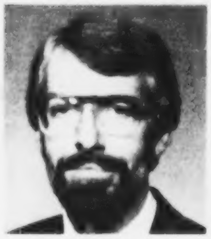
Dale F. Campbell

Marvin R. Felder

Horace Griffitts

Bob D. Gaines

David Barton

Mary Griffith

Chairpersons of business, data processing, and office occupations programs will meet preceding the annual TJCTA convention. A day-long conference is planned to begin at 9:00 a.m., Thursday, Feb. 25, in the Travertine Room of the Loews Anatole hotel in Dallas.

The first session of the meeting will feature a panel discussion on "Demonstrating Vocational Program Effectiveness under the New Southern Association Criteria." Panelists will be Dale F. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board; Marvin R. Felder, President, Temple Junior College; Horace Griffitts, Director of Research, Tarrant County Junior College District; and Bob D. Gaines, Dean of Business and Technology, Tyler Junior College.

During the second session, David Barton, business editor for Houghton Mifflin Company, will discuss "New Directions in Business Materials and Sources."

Following a "Dutch treat" lunch, Mary Griffith, program director for the Texas Higher Education Coordinating Board, will present an overview of the two-day site visits and discuss the potential impact of testing and mandatory placement on vocational programs.

Closing session for the conference will consist of a discussion regarding the role of vocational program administrators in preparing for implementation of the Southern Association accreditation criteria and the Texas Academic Skills Test.

Registration fee for the conference is $18 in advance and $20 at the door. Advance registration may be accomplished by sending names and college affiliations with registration fees to Vera Clayborn, Division of Business and Computer Science, Tarrant County Junior College–South Campus, 5301 Campus Drive, Fort Worth, Texas 76119.

Plans for the conference were developed by Mike J. Martin and Patricia A. Long, Tarrant County Junior College–South Campus, and Charles T. Norton, Wharton County Junior College.

PROGRAM ANNOUNCED FOR RETIREMENT SEMINAR

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention in Dallas. Scheduled to begin at 4:30 p.m., Friday, Feb. 26, in the Miro Room of the Loews Anatole hotel, the session will include presentations by representatives of the Teacher Retirement System of Texas and the American Association of Retired Persons.

Representing the Teacher Retirement System will be Gary Thompson, Director of College, University, and Governmental Relations; Teresa Burroff, TRS staff attorney; and Joanne Holshouser, Coordinator of Member Relations. The TRS representatives will present basic information about the System: retirement, death, and disability benefits, investment philosophy, state and federal legislative proposals, and the outlook for the future. The representatives will also discuss effects of the new federal tax law on TRS participants.

James Bergen, State Director of the American Association of Retired Persons, will speak concerning the merger of the national Retired Teachers Association and AARP, and will discuss benefits and services available to AARP members.

Mitchell Grossman, retired government professor from San Antonio College, will distribute material and discuss opportunities offered by the Elderhostel program.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by John M. Brockman, Bee County College, a member of the committee.

EDUCATIONAL COMPUTING SYMPOSIUM PLANNED

For the third consecutive year a Symposium on Educational Computing will be conducted during the TJCTA convention. The session is designed for members interested in using the computer to assist instructional planning and to support classroom activities. Scheduled to begin at 12:30 p.m., Friday, Feb. 26, the symposium will be held in the Miro Room of the Loews Anatole hotel in Dallas.

The topic for this year's symposium is "Integrated Software: The Teacher's Helper." Gregg Johnson, a well-known "computerist" in the Austin area, and Rollie E. Dorsett, sociology instructor at Austin Community College, will lead the discussion. They will discuss the use of integrated software such as Appleworks for record keeping, list maintenance, preparation of tutorials, and word processing.

Johnson teaches computer classes for Austin Community College and the Austin Independent School District and the local Apple users group. He assists university professors, school teachers, students, and business people in the use of computers and integrated software. Dorsett has taught beginning classes for the Apple users group and developed the computer assisted instructional program for sociology courses at ACC.

In addition to the presentation of discussions at the Friday afternoon symposium, Johnson and Dorsett will demonstrate integrated software in the educational computing booth in the exhibit area during the convention. Special booths will be set up in the hotel's Grand Ballroom, where Apple, Tandy, and IBM microcomputers will be available and demonstrations of software will be conducted. A variety of software will be available for "hands-on" examination.

PRESIDENTS TO HEAR NEW BOARD MEMBER

The annual luncheon meeting of the Texas Junior College Association will feature an appearance by Gregory E. Mitchell, named by Gov. Bill Clements to the Texas Higher Education Coordinating Board. Mitchell was appointed chairperson of the Board's Committee on Community Colleges and Technical Institutes. His six-year term on the Coordinating Board will expire in 1993.

Greg Mitchell

A native of Amarillo, the 35-year old Mitchell is vice president of an Amarillo convenience store chain with 55 retail locations. He holds the Bachelor of Science degree in marketing and finance from the University of Oklahoma. Mitchell is active in Amarillo civic affairs, serving as a director of the Amarillo Area Foundation and president of the Children's Health Foundation.

The Texas Junior College Association is an organization of institutions, and includes among its members almost all of the public and independent two-year colleges of Texas. The group meets each year in conjunction with the annual TJCTA convention. TJCA president this year is Dennis F. Michaelis, Paris Junior College. Other officers are A. Rodney Allbright, Alvin Community College, vice president; and William R. Auvenshine, Hill College, secretary-treasurer.

This year's luncheon meeting will be held at 12:00 Noon, Friday, Feb. 26, in the Emerald Room of the Loews Anatole.

Times Mirror/Mosby
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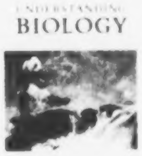
Come by booths 50, 51, and 52 to find out!



New!

UNDERSTANDING BIOLOGY
1988

Peter H. Raven, George Johnson

Written from the evolutionary perspective, this beautifully illustrated text will capture students' attention while expertly explaining living organisms and the vital biological processes. Uniquely organized the way that instructors told us they like to teach their courses! The major principles—cell biology, energy, evolution, and ecology—are covered in the first 23 chapters and more detailed material on plant and animal biology in the next 20.

ANATOMY
AND
PHYSIOLOGY

STRUCTURE AND FUNCTION OF THE BODY, 8th Edition
1988

Gary A. Thibodeau, Catherine P. Anthony

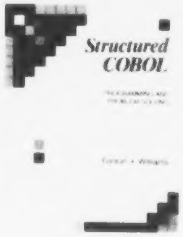
This well-known and respected text continues its tradition of providing the essentials of anatomy and physiology. The 8th edition incorporates new topics to keep students up to date, for example, Chapter 4, "The Integumentary System and Membranes," provides a thorough coverage of the skin and body membranes and introduces the organ system.

New!

COMPUTERS: The User Perspective
1988

Warren D. Stallings, Sarah E. Hutchinson, Stacey C. Sawyer

Written for future computer users, this text covers the fundamentals—hardware, software, input, processing, and software trends. Unique to this text is the chapter on generic microcomputer application. All types of computers are covered—super computers, mainframes, minicomputers, and microcomputers.



New!

STRUCTURED COBOL: Programming and Problem Solving
1988

J. Patrick Fenton, Brian K. Williams

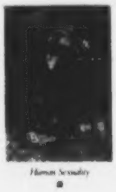
This text is designed to teach students how to identify, define, and solve business problems by using program development and support techniques. Reviewers have praised the authors' complete descriptions of topics that students sometimes find difficult to understand. The text emphasizes programming as a decision and problem-solving process through the use of structured programming.

Essentials of
Data Processing

ESSENTIALS OF DATA PROCESSING
1987

Nancy Arthur Floyd

The state-of-the-art choice over flashy texts with lavish costs and superfluous topics, this book examines the essentials your students need to understand computers or interact successfully with computer programmers. Business oriented and practical, the text introduces students to ways in which computers are used in business and emphasizes the type of computer they will most likely encounter—the microcomputer.



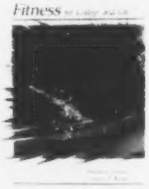
New!

HUMAN SEXUALITY

1988

Nancy Denney, David Quadagno

Pique your students' interest with the most up-to-date information on topics that concern them such as AIDS, surrogate mothers, and date rape. Academically oriented, this text provides your students with comprehensive coverage of human sexuality. The text's author team, consisting of a psychologist and a biologist, provides balanced coverage, stressing the relationship between behavior and biology in sexuality.



New!

FITNESS FOR COLLEGE AND LIFE, 2nd Edition

1988

William E. Prentice, Charles Bucher

This text presents a practical approach to lifelong fitness by carefully blending theory with application so students learn both the reasons for and the ways to build and maintain fitness throughout their lives. The authors analyze the basic principles for any fitness program in the first three chapters so that readers of all ages and levels can confidently develop and apply the health-related components of fitness to facilitate a healthy lifestyle.

New!

DECISIONS IN NUTRITION

1988

Vincent Hegarty

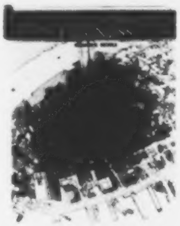
This innovative introductory nutrition text examines the full scope of nutrition science from an interdisciplinary approach—readers of all backgrounds can evaluate and improve how they eat, how they solve their nutritional problems, and how they relate nutrition to other aspects of their lives now and in the future.

ECONOMICS

1987

By Lila J. Truett and Dale B. Truett

If your students demand a more student-oriented principles of economics text, supply them with the most understandable study of economics available. This exceptional new text goes the distance beyond the classroom to keep students of all abilities involved in learning. Every aspect of Truett-Truett, from its exceptionally clear narrative and relevant real-world examples to its innovative pedagogical design, supports an active learning process.



UNDERSTANDING BUSINESS

1987

William G. Nickels

The ultimate learning investment, this remarkably unique introductory business text compels students to develop the skills vital to business success through Nickels' participative management style and strong career-orientation. The early chapters (1 and 2) on economics lay the fundamental groundwork for understanding the conduct and function of business.

MARKETING

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1986

Eric N. Berkowitz, Roger A. Kerin, William Rudelius

Using an applied approach, this text involves students in real life marketing activities that illustrate basic concepts and their applications. Throughout the text, research studies in the form of marketing research reports show students the scientific principles and building blocks of marketing as they are applied to business decisions and discovered by academic researchers.

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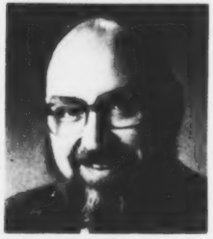
CHEMISTRY SECTION TO VISIT HEALTH SCIENCE CENTER

A tour of some of the facilities of the Texas Health Science Center is planned for TJCTA members attending the Chemistry Section on Friday during this month's convention in Dallas. Included in the tour are areas in radiology, magnetic resonance imaging, forensics, biochemistry, and pharmacology. Transportation will depart from the convention hotel at 9:30 a.m., and return at approximately 12:00 Noon.


William R. Robinson

Speaker for the Saturday meeting of the Chemistry Section will be William R. Robinson, Professor of Chemistry at Purdue University. Robinson will speak on "Structures and Properties of Inorganic Solids." Robinson received the BS and MS degrees in chemistry from Texas Tech University and the Ph.D. from the Massachusetts Institute of Technology. Following a one-year fellowship at the University of Sheffield in England, he joined the Purdue faculty.

Robinson's research interests include the structure, properties, and reactivity of transmission metal compounds. His activities have included thermal studies of classical coordination compounds of cobalt and chromium, synthetic and structural studies of heavy transition metal compounds containing metal-metal bonds, synthetic and structural studies of organometallic compounds, and x-ray diffraction studies of aqueous solutions.

Robinson is associate editor of *The Journal of Solid State Chemistry*, and a member of the American Association for the Advancement of Science, the American Chemical Society, the American Crystallographic Association, and Sigma Xi. He has been active in the General Chemistry program at Purdue since joining the faculty. He was the Director of General Chemistry from 1982 to 1986. He is the co-author (with Henry F. Holtzclaw and William H. Nebergall) of college chemistry texts, *General Chemistry* and *College Chemistry* (D. C. Heath and Company).

Chairperson of the Chemistry Section this year is Joe Dean Zajicek, McLennan Community College.

FOUR AUTHORS TO ADDRESS PSYCHOLOGY SECTION

Roberta M. Berns

Carol A. Tavris

Dennis Coon

Douglas A. Bernstein

Four educators, all authors of college psychology textbooks, will speak at the meetings of the TJCTA Psychology Section during the forthcoming convention in Dallas.

At the Friday session, Roberta M. Berns, psychology instructor at Saddleback Community College in Mission Viejo, California, will speak on "Special Needs of Today's Students." Ms. Berns holds the Bachelor of Science and Master of Arts degrees from Cornell University. She joined the faculty of Saddleback College in 1979, and presently serves as chairperson of the Human Development Department. Ms. Berns is author of an interdisciplinary textbook, *Child, Family, Community: Socialization and Support* (Holt, Rinehart and Winston, 1985).

Also on Friday, Carol A. Tavris, nationally known teacher, writer, and lecturer, will speak on "Anger: The Misunderstood Emotion." Dr. Tavris received the Bachelor of Arts degree *summa cum laude* from Brandeis University, majoring in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. She lectures and writes frequently on human sexuality. Dr. Tavris is co-author (with Carole Wade) of an introductory psychology textbook, *Psychology* (Harper and Row, Publishers, 1987).

Saturday morning, "Classroom Antidotes for Student Gullibility" will be the topic for discussion by Dennis Coon, psychology instructor at Santa Barbara (California) City College. Coon has taught introductory psychology, statistics and research methods, and personality and personal adjustment at Santa Barbara since receiving his Ph.D. from the University of Arizona. He received West Publishing Company's 1984 award for outstanding authorship and frequently serves as a reviewer and consultant to publishers. He recently edited the best-selling trade book *Choices*. Coon is also author of the textbooks *Introduction to Psychology* and *Essentials of Psychology*, both in their fourth editions, published by West.

Final speaker for the Psychology Section will be Douglas A. Bernstein, Professor of Psychology at the University of Illinois. His topic will be "Stress Management." Bernstein holds the Bachelor of Science degree from the University of Pittsburgh and the Master of Arts and Ph.D. degrees from Northwestern University. He joined the psychology faculty at the University of Illinois upon completion of his doctoral studies, in 1968. Bernstein is a prolific writer, and his articles have appeared in many scholarly journals. He has written and spoken frequently on behavior modification in treatment of fear, stress, and anxiety. He has conducted and directed research on the modification of smoking behavior and on the prevention and treatment of fear in dentistry. Bernstein is author of the introductory psychology textbook, *Psychology* (Houghton Mifflin Company, 1988).

Arrangements for the Psychology Section programs were made by Doris J. Ward, San Jacinto College–South Campus, who serves this year as section chairperson.

CONTINUING EDUCATION TOPICS ANNOUNCED

Nellie Carr Thorogood

Sam Saenz

Members of the Texas Administrators of Continuing Education for Community/Junior Colleges will meet during this month's TJCTA convention in Dallas.

Speaker for the Friday session will be Nellie Carr Thorogood, President of the East Campus of North Harris County College, and formerly the Assistant Commissioner for Community Colleges and Technical Institutes of the Texas Higher Education Coordinating Board. She will discuss relationships between institutional representatives and the Coordinating Board in remarks entitled "How to Work Effectively with the Coordinating Board: On the Other Side of the Fence." Dr. Thorogood received her bachelor's and master's degrees from North Texas State University and the Ph.D. in educational administration from The University of Texas at Austin.

Saturday's TACEC/JC meeting will feature remarks by Sam Saenz, Public Affairs Specialist for the U. S. Department of Education. Saenz will speak on "Grantsmanship: Finding Federal Program Monies Quickly," offering suggestions for increased effectiveness in writing grant applications.

Program plans were made by Susan M. Muha, Richland College.

DISCUSSION PLANNED ON "WELLNESS PROGRAMS"

Community college faculty, staff, and administrators interested in health promotion, or "wellness programs," will meet during the annual TJCTA convention in Dallas. The session is scheduled to begin at 4:30 p.m., Friday, Feb. 26, in the Dardenelles Room of the Loews Anatole hotel.

Ellen H. Brennan

Ellen H. Brennan, Health Awareness Coordinator for San Antonio College, will discuss the development of that school's "wellness program," and lead an informal discussion among participants regarding other established programs.

Plans for the session were arranged by Carol A. Johnson, Associate Professor of Physical Education at San Antonio College.

ACADEMIC SKILLS PROGRAM IS COUNSELING TOPIC

Jack E. Stone

John R. Grable

Deborah L. Floyd

Jocelyn Chadwick-Joshua

"The Texas Academic Skills Program: Challenges and Issues" is the topic for discussion in the TJCTA Counseling and Student Personnel Services Section at this month's convention in Dallas. In the Friday section meeting, a panel will discuss issues related to the development and implementation of the academic skills assessment instruments. Panelists will include Joan Matthews, Director of the TASP for the Texas Higher Education Coordinating Board; Jack E. Stone, Vice Chancellor of Educational Affairs, Dallas County Community College District; John R. Grable, President-Elect of Brazosport College; and Deborah L. Floyd, Vice President for Student Development, Collin County Community College.

In the Saturday meeting, a panel will discuss implications of the skills assessment program from a practical viewpoint. Panel members will be Nellie Carr Thorogood, President, North Harris County College–East Campus; Jocelyn Chadwick-Joshua, English instructor at Collin County Community College; Jacquelyn B. Tullock, Director of Counseling at Brookhaven College; and Carol S. Goldsby, instructor of Licensed Vocational Nursing at the East Campus of North Harris County College.

Chairperson of the Counseling and Student Personnel Services Section for the 1988 convention is Cindy H. Hammit, Collin County Community College.

UNIVERSITY ATTORNEY TO DISCUSS "AIDS ON CAMPUS"

Craig A. Barnard

Nicholas D. Gennett

Larry K. Patterson

"The AIDS Issue on Campus" is the topic for discussion by the Texas Association of Community College Chief Student Affairs Administrators at their Saturday session during this month's TJCTA convention in Dallas. Speaker will be Richard Scott Rafes, Assistant to the Chancellor for Legal Affairs, North Texas State University.

Rafes holds the Bachelor of Arts degree in government from Lamar University and the Doctor of Jurisprudence from the Bates School of Law at the University of Houston. He has served as legal counsel for NTSU and the Texas College of Osteopathic Medicine since 1980. He previously served as an Assistant Attorney General of Texas, representing colleges and universities.

Friday's session will feature a discussion of MASTERSCAN, a computerized testing program, by a panel from Amarillo College. Panel members will include Craig A. Barnard, Coordinator of Testing; Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support; and Larry K. Patterson, Associate Dean of Student Development and Instructional Support.

Arrangements for the programs were made by Cheri Turner Sparks, Howard College, who serves this year as president of the student affairs administrators' organization.

UT-AUSTIN OFFERS STUDY AT CAMBRIDGE

For the fourth consecutive year, the Division of Continuing Education of The University of Texas at Austin is offering a study program in Great Britain. The summer study programs are joint ventures of UT-Austin and the continuing education units of the University of Cambridge in England and the University of Edinburgh in Scotland.

The Cambridge program is organized into three separate sessions, including a two-week session from July 3-16, a two-week session from July 17-30, and a three-week session from July 10-30. The registration fee is $1,795 for one two-week course, $2,495 for the three-week course, and $3,295 for two two-week courses (four consecutive weeks). The fee includes tuition, room, meals, and all field trips required as part of the course, according to (Ms.) Gene Sherman, coordinator of the Cambridge and Edinburgh programs for UT-Austin's Division of Continuing Education.

Small group seminars, taught by eminent British scholars, may be supplemented by optional field trips to historic and cultural sites, from the Stratford-upon-Avon of Shakespearean fame to the world-renowned art gallaries of London. Lodging for participants is provided in rooms normally used by students in Clare College, one of the oldest of the 31 colleges that make up the University of Cambridge.

Further information about the Cambridge and Edinburgh study programs may be obtained from the Division of Continuing Education, The University of Texas at Austin, P. O. Box 7879, Austin, Texas 78713-7879, or by calling Area Code 512, 471-3124.

PROFESSIONAL STAFF POSITIONS AVAILABLE

AMARILLO COLLEGE announces vacancy for instructor of business administration to teach general business classes (introduction to business, management, and personal finance). Requires master's degree in business, previous community college teaching experience; some knowledge of computers helpful. Contact: Personnel Office, Amarillo College, P. O. Box 447, Amarillo, Texas 79178.

AUSTIN COMMUNITY COLLEGE announces openings for instructors in Associate Degree nursing, computer information systems, and electronic technology. ADN position requires current RN licensure in Texas, master's degree in nursing and minimum of three years clinical experience in medical/surgical nursing; experience in obstetrics, pediatrics, or psychiatric nursing preferred. Computer information systems position requires master's degree in computer science or related field. Ph.D. and previous community college teaching experience preferred. Electronic technology position requires bachelor's degree and three years experience in the field. Contact: Office of Personnel Services, Austin Community College, P. O. Box 2285, Austin, Texas 78768.

BRAZOSPORT COLLEGE announces vacancy for criminal justice instructor and academy coordinator and for an instructor of history. Criminal justice position (available immediately) requires TCLEOSE certification and five years experience in law enforcement; bachelor's degree required, master's preferred. History position begins in fall of 1988; requires master's degree with 18 graduate hours in history; second teaching field (with 18 graduate hours) must be attained during first three years of employment. Contact Personnel Office, Brazosport College, 500 College Drive, Lake Jackson, Texas 77566.

CISCO JUNIOR COLLEGE announces fall openings in accounting and English. Master's degree with 18 graduate hours in teaching field required; previous teaching experience preferred. Also announces opening for Business Manager in August 1988. Bachelor's degree required; master's preferred. Prior experience in college fiscal operations desirable. Contact Personnel Director, Cisco Junior College, Route 3, Box 3, Cisco, Texas 76437.

ODESSA COLLEGE announces opening for director of engineering for the college's noncommercial public television station. Contact Personnel Office, Odessa College, 201 West University Boulevard, Odessa, Texas 79764.

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HISTORY SECTION TO HEAR PROFESSORS

Gary D. Stark

George B. Tindall

Three university history professors will address meetings of the TJCTA History Section at the forthcoming convention in Dallas.

At the Friday morning session, Gary D. Stark, Associate Professor of History at The University of Texas at Arlington, will speak on "The German Question Then and Now: Germany in International Affairs."

The second address Friday will be by George B. Tindall, Kendall Professor of History at the University of North Carolina, who will speak on "The Reagan Years in Historical Perspective." After earning his Ph.D. from the University of North Carolina, Tindall taught at Eastern Kentucky State College, the University of Mississippi, and Louisiana State University before returning to his *alma mater* to join the UNC history faculty in 1958. He is a past president of the Southern Historical Association and is the author of numerous articles, papers, and books, including the survey text, *America: A Narrative History* (W. W. Norton & Company, Inc.).

Speaker for the Saturday meeting of the History Section will be Ben Procter, history professor at Texas Christian University, whose topic will be "Citizen Kane Revisited: The Life of William Randolph Hearst."

Program plans for this year's meetings were arranged by Frank J. Wetta, Galveston College.

"ECONOMIC OUTLOOK" IS REAL ESTATE TOPIC

Real estate educators attending this month's TJCTA convention in Dallas will hear a discussion by William T. Long, III, economist and manager of the Research Department for the Federal Reserve Bank of Dallas. Long will discuss the nation's economic outlook in the Real Estate Section Meeting scheduled for Saturday morning, Feb. 27.

William T. Long

On Friday, members will travel to the regional offices of the Federal Savings and Loan Insurance Corporation in Dallas for a presentation on sale of FSLIC properties. Michael Quarry, FSLIC Regional Marketing Manager, will speak.

Program arrangements were made by this year's Real Estate Section chairperson, Kay Wilson, North Lake College.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention in Dallas. Committee member Doug Richey, Northeast Texas Community College, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. This will be the twelfth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted.

In a joint letter from Richey and TJCTA President Mary Parker, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the Grand Ballroom Foyer of the Loews Anatole Hotel. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 26, and from 8:00 to 11:00 a.m., Saturday, Feb. 27.

TJCTA members who wish to do so are invited to send resumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the resumés and obtain information about potential candidates for staff openings. Resumés should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Resumés should be mailed in time to be received by Feb. 22. After that date, members may take their resumés directly to the placement center at the convention site.

Following the convention, job listings and resumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

"TEACHER AS LEADER" IS TASPOD TOPIC

The Texas Association for Staff, Program, and Organizational Development (TASPOD) will meet during the forthcoming TJCTA convention in Dallas. The TASPOD meetings will be at 12:30 p.m. and 4:30 p.m., Friday, Feb. 26, in the Edelweiss Room of the Loews Anatole hotel.

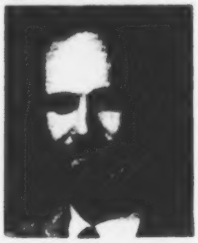
Mimi Valek

Speaker for the session will be Mimi Valek, Coordinator of Staff Development at Austin Community College. She will address the group concerning the role of the teacher as a leader. "We know that our students must take responsibility for their own learning, but how do we as educators *lead* our students to this end? How do we motivate and influence students not only to learn but to savor and value what is learned? How do we respond to the unique nature and diverse needs of community college students?" Ms. Valek will discuss recent research on effective community college teaching which helps provide answers to these questions.

Robert L. (Bob) Claussen, Tarrant County Junior College–Northwest Campus, serves this year as state president of TASPOD. At the 4:30 p.m. session Friday, the group will hold its annual business meeting.

FITNESS TECHNOLOGY IS PROGRAM TOPIC

Sue Jones



Michael Dehn

Health and physical fitness will be topics for discussion in this year's meetings of the TJCTA Health, Physical Education, and Recreation Section.

In Friday's HPER Section Meeting, V. Sue Jones, Coordinator of Physical Fitness Technology, North Lake College, will speak. Her announced topic is "Physical Fitness Technology: Training Fitness Professionals in the Community College." Her presentation will include a description of the associate degree program in Physical Fitness Technology at North Lake College, a description of the feasibility study conducted to determine the need for the program, and a description of the process through which the program was designed and approved at the local and state levels. Dr. Jones holds the Master of Arts degree in psychology from Southern Methodist University and the Ph.D. in exercise physiology from Texas Woman's University.

Saturday's session will feature a discussion of "Health and Fitness Computer Software" by Michael Dehn, Executive Director, Health Management Consultants. Dehn is an exercise physiologist with bachelor's and master's degrees from the University of Washington. He was trained by the prominent cardiologist Dr. Robert Bruce. Dehn was co-founder and director of the first cardiac rehabilitation center in Texas, the Dallas Cardiac Institute. He has authored numerous papers and articles on exercise physiology, health promotion, and cardiac rehabilitation.

Arrangements for the section meeting programs were developed by Rex Alan Parcells, Collin County Community College, this year's chairperson of the Health, Physical Education, and Recreation Section.

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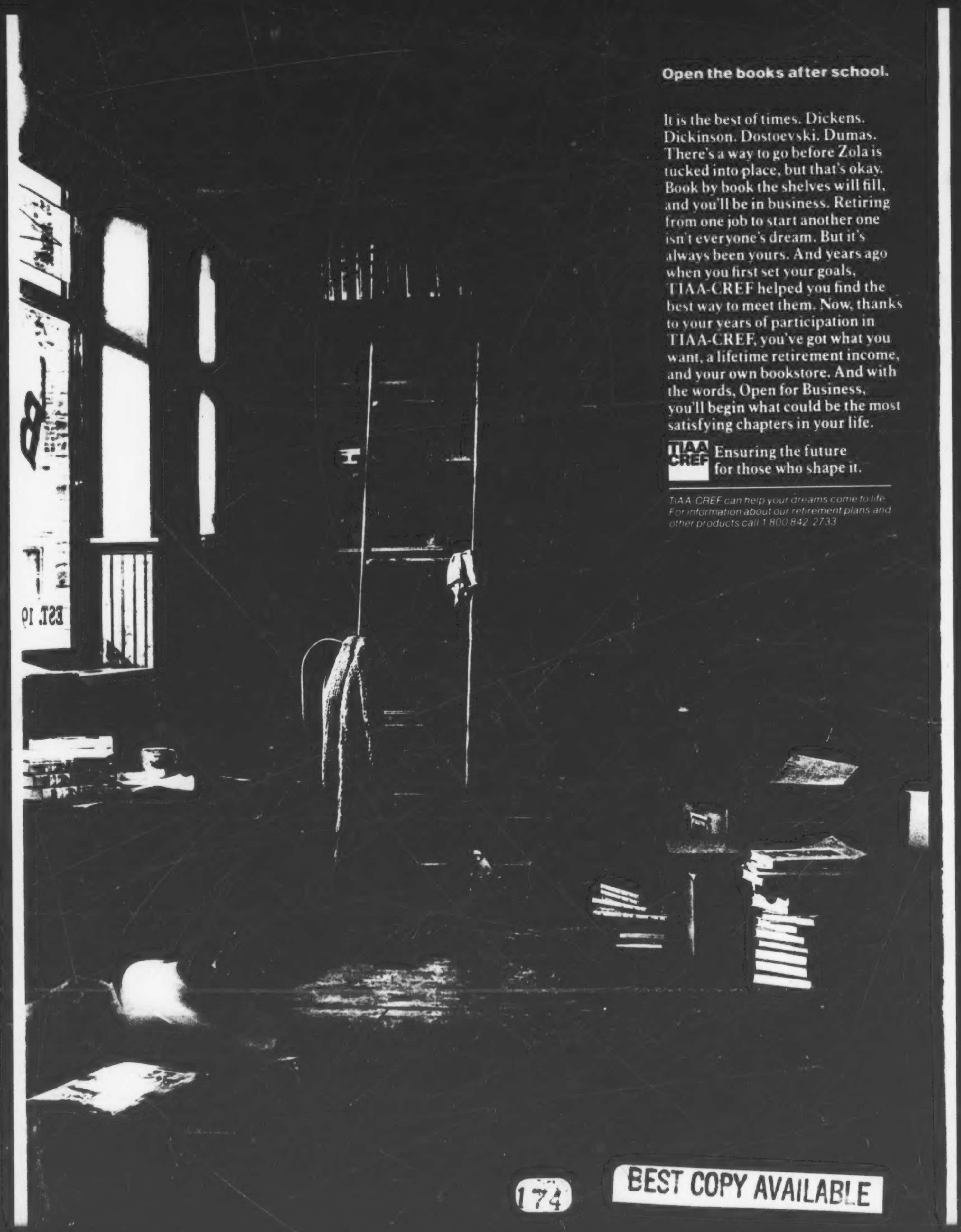

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AIDS INFECTIONS TO BE DISCUSSED

Gordon Green, M. D.

Michael A. Gonzales

Thomas F. Walch

Issues related to acquired immune deficiency syndrome (AIDS) will be discussed at this years meetings of the TJCTA Health Occupations Section.

The Friday session will feature a talk by Dr. Gordon Green, Director of the Dallas County Health Department. His announced topic is "AIDS/HIV Infections: Epidemiology and Control." Dr. Green earned his medical degree from Southwestern Medical School in Dallas and his Master of Public Health degree from the University of California School of Public Health in Berkeley. He previously served as Deputy Director, Division of Health Services Delivery, for the U. S. Public Health Service in Dallas. In his TJCTA presentation, Dr. Green will trace the history of the AIDS epidemic and then focus on the control of transmission of the infections. Following his prepared remarks, Dr. Green will respond to questions from the audience.

Two speakers will address Saturday's Health Occupations Section Meeting on the topic "AIDS Civil Rights Considerations in the Health Occupations." Michael A. Gonzales, Equal Opportunity Specialist in the Office of Civil Rights, U. S. Department of Health and Human Services, and Thomas F. Walch, Public Health Advisor in the Texas AIDS Program, Texas Department of Health, will speak.

Gonzales is a frequent speaker at educational conferences and serves a consultant to city and state governments on the application of federal civil rights statutes. He will focus on the AIDS issue from two primary points of view: the responsibilities of federally-funded employers toward persons with AIDS and the rights of AIDS victims under the federal Rehabilitation Act.

Walch is a frequent speaker on the topic of AIDS prevention. His presentation will include a discussion on the transmission of the AIDS virus and ways to ensure protection against transmission.

Arrangements for this year's Health Occupations Section programs were developed by Benita B. Mays and John D. Hiser, Tarrant County Junior College–Northeast Campus, and Helen V. Reid, Trinity Valley Community College.

"SUBLIMINAL COMMUNICATION" IS TOPIC FOR SPEECH AND DRAMA SECTION

Russell D. Kunz

Shelley D. Lane

Clarice Tinsley

A discussion of "Subliminal Communication in Film, TV, and Everyday Life" will be presented at the meeting of the TJCTA Speech and Drama Section during the convention in Dallas. Speakers for the Friday session will be Russell D. Kunz, business administration instructor, and Shelley D. Lane, speech communications instructor, both on the faculty of Collin County Community College. Through the use of video tape and slides, the basis for subliminal communication will be examined and the mechanics of putting together a subliminal message will be demonstrated. Additionally, the utility of subliminal communication will be discussed as it relates to printed matter, self-improvement tapes, and classroom use.

Kunz holds the Bachelor of Business Administration and Master of Science degrees in management from Texas Tech University. Dr. Lane received her Bachelor of Arts degree in communication studies from the University of California at Los Angeles and her Master of Arts and Ph.D. degrees in communication arts and sciences from the University of Southern California.

Saturday's meeting of the Speech and Drama Section will feature Clarice Tinsley, coanchor of the evening news for KDFW-TV, speaking on "Newscasting as a Career for Speech and Theatre Majors." Ms. Tinsley received the 1985 George Foster Peabody Award and has also received the Alfred I. DuPont Columbia Citation Award, the Texas Headliners Award for Investigative Reporting, and the Associated Press Award for Best Investigative Reporting in Texas. She is one of 12 journalists (and the only one chosen from a local television station) currently named in the "Gallery of Greats," a salute to 160 years of Black journalists.

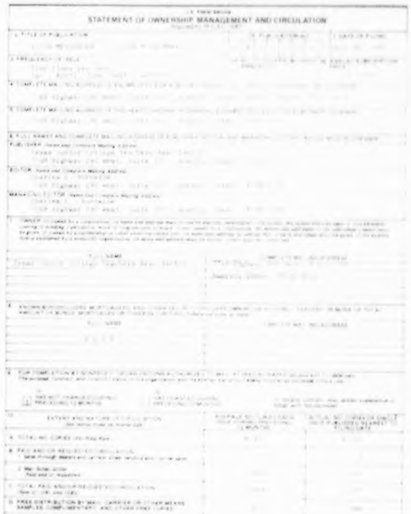
NEW SECTION PLANNED FOR HORTICULTURE

Included among this year's section meetings are two sessions for instructors in horticulture programs. Under leadership of Mark J. Schusler, Tarrant County Junior College–Northwest Campus, plans were developed for establishment of a Horticulture Section on a trial basis. Schusler has arranged programs for the section and has communicated with horticulture instructors around the state inviting them to attend and participate in this year's TJCTA convention in Dallas.

In the Friday meeting, members will hear a discussion led by Joseph R. Novak, senior lecturer and undergraduate coordinator for the Horticulture Department at Texas A&M University. His topic will be "Horticulture Students Transferring from the Community College to Texas A&M."

Forrest E. Ward

Problems in articulation between community colleges and four-year universities in their horticulture students and programs will be discussed in Saturday's Horticulture Section Meeting. Speaker will be Forrest E. Ward, a member of the professional staff of the Texas Higher Education Coordinating Board. Ward holds the Bachelor of Science and Master of Science degrees from North Texas State University and the Ph.D. in history from The University of Texas at Austin. He taught in the public schools of Lovington, N.M., and Wharton and Alvin, Texas, before joining the faculty of Alvin Community College in 1954. After completing his doctoral studies, he joined the history and government faculty at Southwestern University. Since 1965, he has served on the Coordinating Board staff.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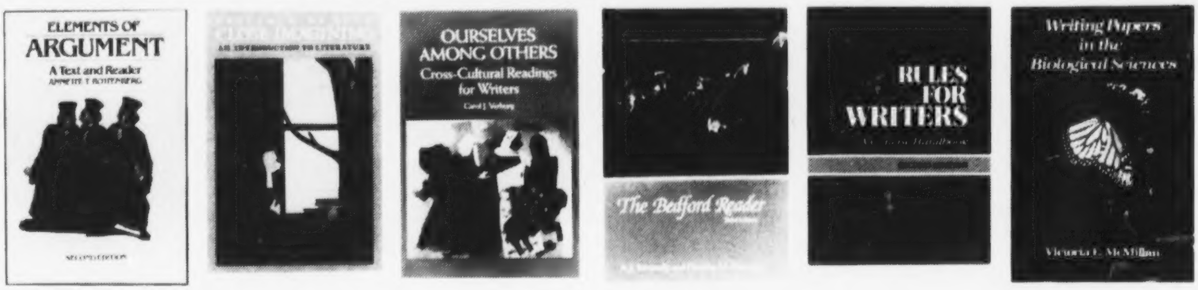

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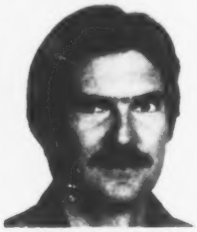
Lew C. Sayers, Jr.

The Texas Academic Skills Test and its implications for educators in compensatory and developmental programs at community junior colleges will be the subject for discussion at this year's meetings of the Compensatory/Developmental Education Section during the TJCTA convention.

At Friday's section meeting, three members of the Texas Higher Education Coordinating Board's Council on Learning Excellence will discuss developmental educators' response to H.B. 2182, the law which mandates that the basic skills test be implemented in 1989. Ann B. Faulkner, Coordinator of the Learning Skills Center at Mountain View College; Gail M. Platt, Director of the Learning Center at South Plains College; and Hazelyn D. Lewis, Associate Professor of English, St. Philip's College, will participate in a panel discussion.

In the section meeting Saturday, Lew C. Sayers, Jr., developmental writing instructor at Mountain View College, will present a status report on the development of the writing assessment section of the Academic Skills Test. Sayers serves on the statewide writing advisory committee for the Texas Academic Skills Program.

Programs were arranged by Michael L. Burke, Eastfield College, this year's chairperson of the TJCTA Compensatory/Developmental Education Section.

USE OF COMPUTERS IN INSTRUCTION IS ACCOUNTING SECTION TOPIC

Ken Martin

Rick Lindgren

Lew Gossage

Belverd E. Needles

TJCTA members attending the Accounting Section Meeting on Saturday, Feb. 27, will have an opportunity for "hands-on" experience in integrating microcomputer software into accounting instruction. Under the auspices of South-Western Publishing Co., three speakers will assist participants with hands-on software applications. Both general ledger and spreadsheet software will be used and discussed. Speakers will be Kenneth Martin, Rick Lindgren, and Lew Gossage.

Ken Martin, MS, CPA, senior editor at South-Western, brings extensive accounting experience to the discussion. He taught college accounting students for 10 years prior to editing successful textbooks for the last 11 years.

Rick Lindgren, MBA, CPA, brings industry and college teaching experience to the discussion. After working with Ford Motor Company and teaching accounting and computer courses for five years, Lindgren began his present position as a courseware analyst and editor at South-Western Publishing Co.

Lew Gossage, MBA, is market/acquisitions manager for South-Western's college division. His background includes experience in college teaching and as a logistics officer for systems applications. He was a sales representative for South-Western prior to assuming his current position.

At Friday's meeting of the Accounting Section, a seminar on learning by objectives will be led by Belverd E. Needles, Jr., CPA, CMA, a professor at DePaul University's School of Accountancy.

Program arrangements for the Accounting Section were planned by George A. Loughran, Jr., San Jacinto College–North Campus.

"GREAT TEACHING" ROUND-UP SCHEDULED FOR MAY 16-20

"Round-up" participants enjoy informal conversation as well as scheduled sessions. Last year's retreat included a closing evening hayride.

The Texas Association for Staff, Program, and Organizational Development (TASPOD) will hold it seventh annual "Round-up for Great Teaching," May 16-20, at the Lazy Hills Guest Ranch near Kerrville. The "Round-up" is modeled after the Master Teacher Seminar originated by Roger Garrison at Westbrook College in Portland, Maine.

According to TASPOD leaders, the agenda for the seminar is developed *by* faculty *for* faculty, with the staff's major role being one of facilitation and coordination. "Round-up" staff includes Don Bass, College of the Mainland; Marvin Longshore, Alvin Community College; Nancy Roediger, Tarrant County Junior College–Northeast Campus; and Mimi Valek, Austin Community College.

Goals of the seminar include "the celebration of good teaching, the stimulation of creative problem solving, the exploration of new ideas, and self-renewal," according to TASPOD officials. "The process for meeting these goals is enhanced by the beautiful Texas hill country setting," Ms. Valek said. "Secluded in 750 acres of scenic ranchland, participants find that learning takes place not only in scheduled sessions but also informally on horseback rides, by the swimming pool, or on walks along the creek," she said.

Further information regarding the seminar may be obtained from Ms. Valek at Austin Community College, P. O. Box 2285, Austin, Texas 78768; Area Code 512, 495-7591. Also, "Round-up" information will be available during the TASPOD meetings at this month's TJCTA convention at the Loews Anatole hotel in Dallas. Interested persons should consult the convention program regarding times and places of the TASPOD meetings.

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HEADQUARTERS HOTEL SOLD OUT; OVERFLOW HOUSING NEARBY

With more than three weeks to go before the TJCTA convention's opening date, the full block of rooms held at the Loews Anatole hotel had been sold for Thursday, Feb. 25. (Rooms were still available at the Anatole for Friday, Feb. 26 at press time.)

An additional block of rooms has been reserved at the hotel nearest to the Anatole—the Quality Hotel Market Center (formerly Quality Inn). The two hotels' parking lots are adjacent, and members staying at the Quality Hotel will not have to cross any busy streets for the five-minute walk to the Anatole. Also, the Quality Hotel provides a courtesy car for transportation between the two hotels at the request of guests.

Members who are disappointed to find the headquarters hotel sold out will find some comfort in the more economical rates offered at the overflow facility. Single rooms at the Anatole are $72, but only $45 at the Quality Hotel. Double accommodations are $78 and $50, respectively; and triple rooms are $84 and $55. Further, the Quality Hotel will permit four guests to share a room (at a $60 rate), while house policy at the Anatole limits the number of guests sharing a room to three.

Conventioneers on a "tight" budget will also be interested in knowing that there are numerous fast-food establishments within a short drive of the convention site. There are also restaurants within an easy walk of the Anatole. (The Quality Hotel, for example has a full-service restaurant with menu prices considerably below those at the Anatole.)

Members who have not yet reserved hotel accommodations should do so immediately. The form below should be completed and mailed to the preferred hotel. (If rooms are not available at the member's first choice, the form will be forwarded to the other property and the member will be notified.) *However*, during the last several days before the convention, hotels may not be able to complete processing of reservations and send confirmations as promptly as desired. So...don't delay any longer. Make your reservation **today**!

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

41st Annual Convention

Loews Anatole Hotel — Dallas, Texas — February 25-27, 1988

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* *Note: Loews Anatole policy permits a maximum of three guests per room.*

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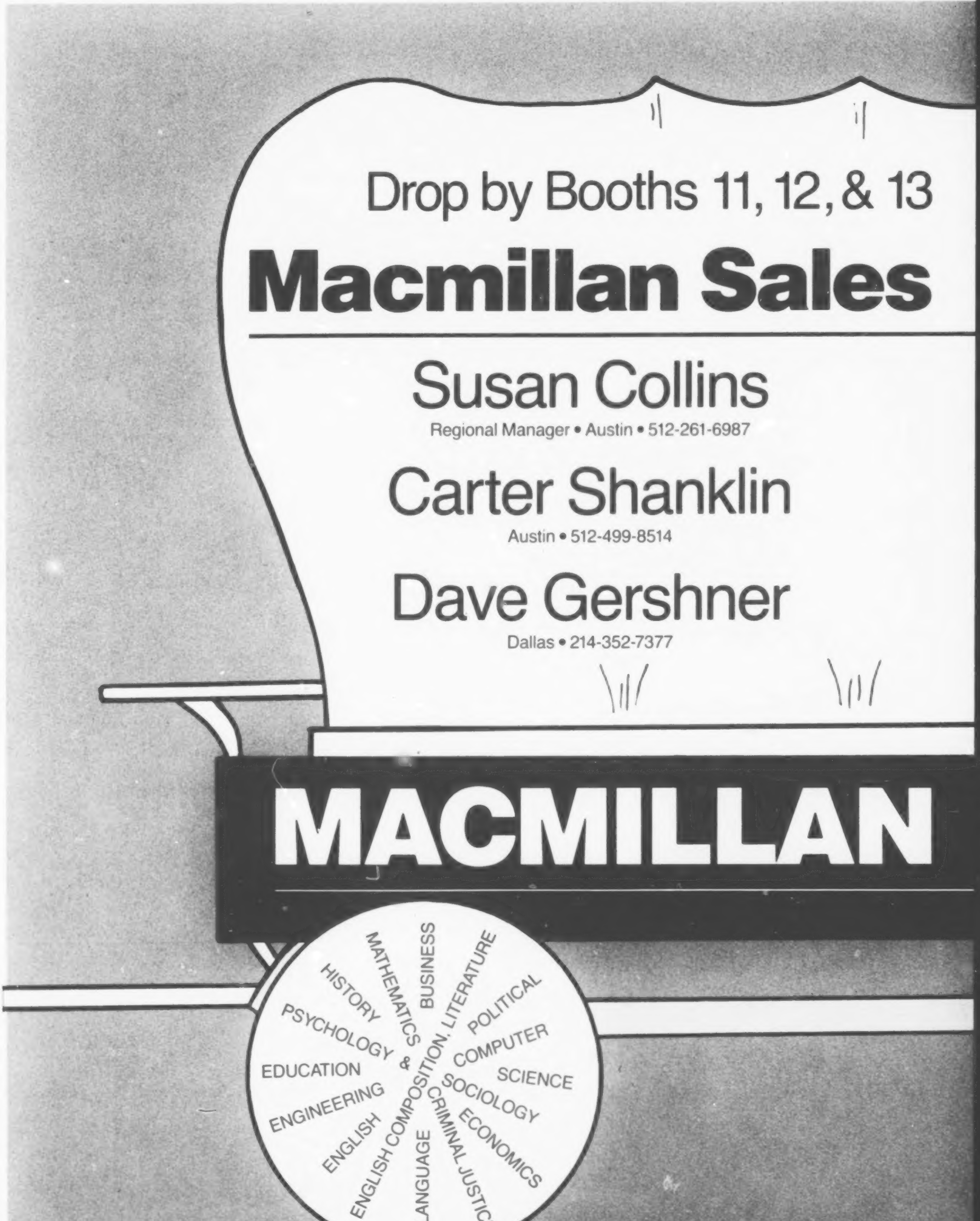
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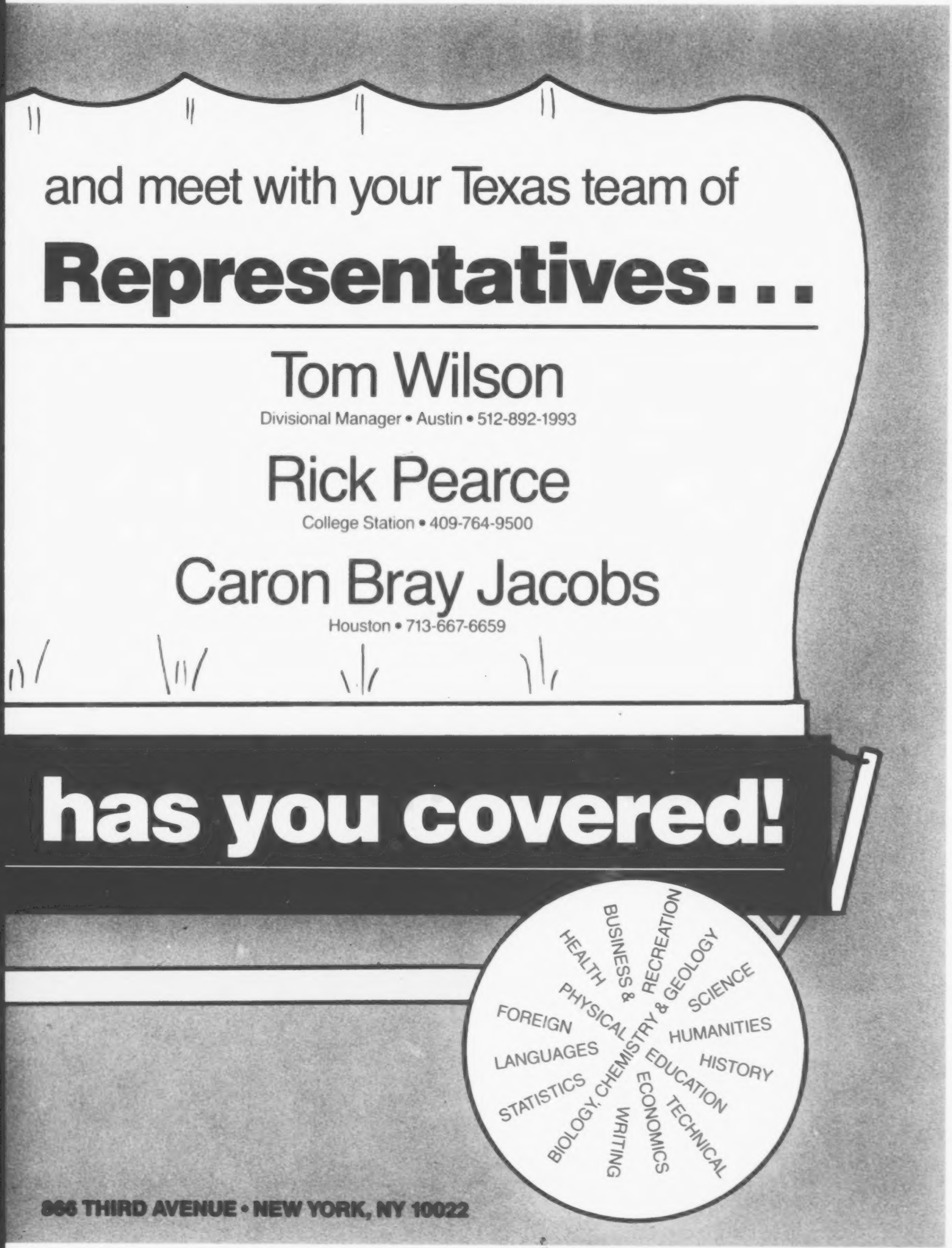
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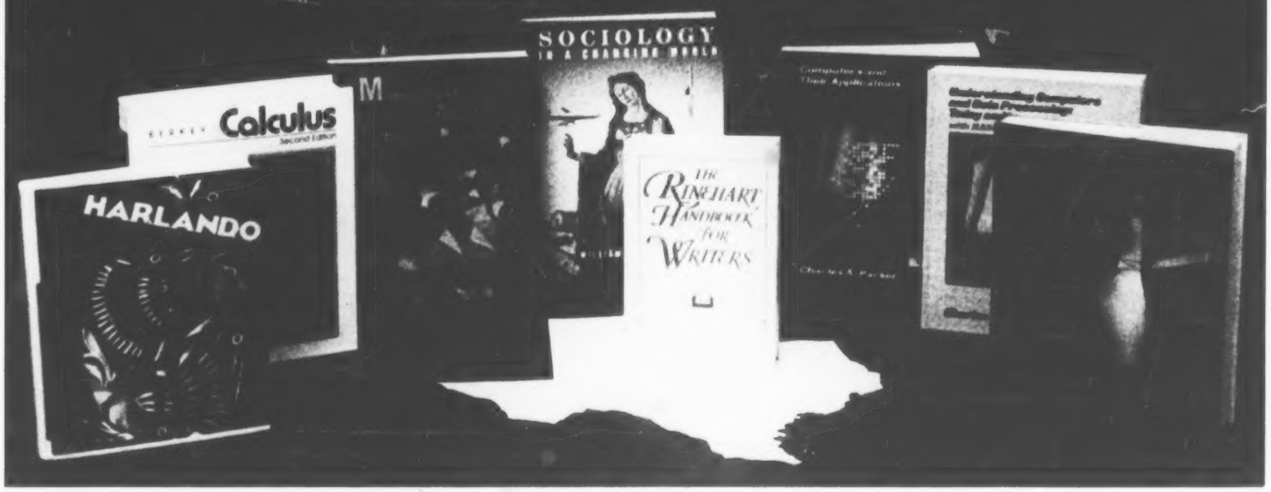

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VOLUME XIX SPRING 1988 NUMBER 4

REP. TOM UHER IS NAMED "LEGISLATOR OF THE YEAR"

—Photo by Tom Stutzenburg

State Rep. D. R. (Tom) Uher, D-Bay City, right, was named "TJCTA Legislator of the Year." He is pictured above receiving a plaque from incoming president Larry Shirts, North Harris County College–South Campus. Uher was chosen for the recognition by unanimous votes of the Association's Legislative and Executive Committees.

Mounted on blue velvet and framed in walnut, the plaque cited Uher for his "effective leadership and outstanding service in behalf of the community junior colleges of Texas and in sincere appreciation of his support of the legislative goals of the Texas Junior College Teachers Association."

Uher was elected to the Legislature in 1967, and ranks third in seniority in the House of Representatives. During the last two legislative sessions he chaired the Budget and Oversight Subcommittee of the Committee on Higher Education. In that capacity and as a member of the powerful Committee on Appropriations, Uher has vigorously championed the state's community junior colleges.

Plan Now to Attend
Ninth Annual
TJCTA Conference for Faculty Organization Leaders
Austin — October 1, 1988

3,121 REGISTER FOR TJCTA CONVENTION

TJCTA members from every public and independent community college and technical institute in the state attended the 1988 convention of the Association held in Dallas, Feb. 25-27. Guests, program participants, and exhibitor representatives brought the final official registration total to 3,121—the highest registration since 1985.

In the annual election of officers, Emmeline Dodd, College of the Mainland, defeated Margaret Harbaugh, McLennan Community College, to be elected president-elect. Ms. Dodd will automatically become president for the year 1989-90, following Larry Shirts, North Harris County College–South Campus, who as president-elect chosen in the 1987 convention, succeeded to the presidency April 1.

In other races, David Clinkscale, Tarrant County Junior College–Northwest Campus, defeated Constance Cameron, St. Philip's College, to win the post of vice president; Steve Dutton, Amarillo College, out-polled Tom Rodgers, Collin County Community College, to be elected secretary; and Laura Wyman, Vernon Regional Junior College, defeated John Forshee, Western Texas College, for the office of treasurer.

—Photo by Tom Stutzenburg

Retiring officer Doris Huibregtse, Howard College, right, received a plaque from State President Mary Parker in recognition of Mrs. Huibregtse's six consecutive years of service on the Executive Committee. She first joined the Executive Committee in 1982, and she has held every elective office in the Association.

TJCTA LEADERS NAMED TO MAJOR STATE COMMITTEES

The current president and two past presidents of the Texas Junior College Teachers Association are presently serving on five important advisory committees of the Texas Higher Education Coordinating Board.

Former TJCTA state president Doris Huibregtse, Howard College, serves as a member of the Coordinating Board Task Force on Program Guidelines. The panel reviews and makes recommendations regarding approval, revision, and "sunsetting" of community college technical and vocational programs.

Mary Parker, Austin Community College, TJCTA immediate past president, was appointed to three advisory committees. The Formula Advisory Committee developed recommendations concerning contact-hour formula rates for use in submitting budget requests to the 71st Legislature. Ms. Parker also served on the Communications Advisory Committee, charged with developing a public information plan to enhance the image of the state's community colleges and technical institutes. She has been replaced on that panel by incoming TJCTA president Larry Shirts. Finally, Ms. Parker was appointed to the advisory committee considering the role, scope, and mission of the state's two-year colleges.

The current TJCTA state president, Larry Shirts, North Harris County College–South Campus, was recently appointed to the Coordinating Board Study Committee on Use of Part-Time Faculty. That panel will "review the use of part-time faculty in state institutions of higher education," pursuant to a recommendation of the Select Committee on Higher Education. The part-time faculty study committee will hold its first meeting April 29. The committee will review salaries and benefits of part-time faculty and study the ratio of full-time and part-time faculty in the state's colleges and universities.

PRESIDENT'S MESSAGE

There is an old saying, "Be careful what you ask for, because you may get it." It came home to me with special force when I was told that not only was there to be a spring issue of the *Messenger*, but also I was expected to write the President's Message! So part of my spring break was devoted to this valedictory President's Message.

There is much to say, of course. I want to thank my fellow officers. During the course of the year, we developed very effective and rewarding working relationships, and therefore my ambitions, hopes, and plans for the year got the attention, correction, and support they needed.

The support and help came from other sources as well. The committee chairs both did their own jobs and helped balance the budget. With the help of the Professional Development Committee and other committee members, we provided input to the Coordinating Board on two of the issues they are studying, the Texas Academic Skills Program and the use of part-time faculty. The Legislative Committee monitored the work of the Legislature during very hard times, and has undertaken a study of the status of community college faculty liability. The Membership Services Committee handled the placement center, the financial planning seminar, and the retirement seminar at the convention, as well as monitoring all of our membership services. The Membership Committee offered some excellent suggestions and help in some different strategies for recruitment this year. With their help—and the tireless work of the campus representatives—we economized by not having a summer meeting of the campus representatives, and yet had a quite successful membership drive.

The issues which the Nominating Committee, the Resolutions Committee, and the Auditing Committee deal with are very important and very sensitive issues, and we rely heavily on the professionalism and good sense of the members of these committees. They handled them very well this year.

The convention seemed to be quite a success this year. I heard many rave reviews about the section meetings. The section chairpersons did an outstanding job. The efforts of the Membership Services Committee, the Registration Committee, the Social Committee, and others helped make it an enlightening and enjoyable experience.

Scott Nelson, as chairperson of the Editorial Review Board, has revitalized member input to the *Messenger* by bringing forward several good articles written by TJCTA members. Those articles have been a major help in getting out four issues this year.

Another major factor in the improvement in our publication schedule has been the computer we purchased a couple of years ago. This year, with our basic documents and information already in the system, we have really reaped the time-saving benefits.

Another project that came to fruition this year was the statement on how to use TJCTA assistance in grievance matters. I have always felt that one of our most important services is our willingness and ability to stand behind our members to help them secure their legal rights. I'm sure that we all, administrators and faculty members, will be better off for knowing *in advance* of any conflict, what the legal rights of the faculty members are, and that the faculty members will be supported in securing those rights. Maybe this will help avoid some of the conflicts

Some of the things we do each year are becoming harder. The salary survey, for example, now requires much more time to separate substance from "public relations." If hard times accelerate the tendency toward using complex payscale changes to disguise minimal or no changes in actual pay, we may eventually find it impossible to put out accurate surveys.

The biggest news of the year was what we *didn't* do—raise dues! As faculty levels have stabilized in recent years, and the earlier steady growth in TJCTA membership changed to a slow decline, the finances of the organization have come to require more attention. Improvements in our budgeting process showed us last spring that the organization had to act to increase revenues or to reduce expenditures. The challenge was to do so without making membership less attractive by increased dues or reduced services. With the active help of the committee leaders at the spring retreat, a plan was developed that resulted, over the year, in more than $10,000 savings in committee and convention expenses. The revised budget also raised over $20,000 in additional revenue without increasing dues. The $10 increase for the convention registration fee puts it at $15, still a great bargain compared with most large conventions. Further expense reductions at the state office have made this year yield a financial surplus, restoring our reserves to close to their traditional levels.

It is gratifying to see that we have foreseen and prevented problems. However, we cannot afford to be complacent. Even the higher level of reserves is only enough to cover the period between the beginning of our fiscal year on April 1, and midsummer, when the exhibit fees for the next year's convention come in.

In a very real sense, TJCTA has to be created anew each year, and the membership numbers measure our success. This year stopped the membership decline of the previous two years. Why? What have you seen make a difference on your campus? What *would* make a difference that we haven't tried? Think of a lot of good ideas, and send them, not to me, but to Larry Shirts, who will have taken over the reins by the time you read this.

Mary R. Parker

TJCTA
MESSENGER

VOLUME XIX SPRING 1988 NUMBER 4

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MARY R. PARKER
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"We Care...We Teach"

Carol A. Tavris

Editor's Note: Following is the text of the remarks of Carol A. Tavris delivered at the First General Session of the 41st annual convention of the Texas Junior College Teachers Association. Dr. Tavris provided an interpretation of the convention theme, "We Care...We Teach."

Your convention theme is an inspiring but ambiguous "*We Care...We Teach*," and therefore I think it is important to start off by defining our terms. The "*we teach*" part of the theme is all too obvious, especially when you have what seems like your 94th class in three days. But it's not at all obvious what the "*we care*" part means in practice. Perhaps I've become skeptical because in California, we hear those lovely words "care" and "intimacy" and "empathy" every 12 minutes, and these have become friendly buzz words that are unreliably related to anyone's actual behavior. Since my main occupation is as translator, from "psychologese" to English, I want to be curmudgeonly about what caring is and is not. And as a social psychologist, I want to say something more besides celebrating the virtues of compassion and empathy, though I am highly in favor of them. My point is that if we care about teaching and we care about students, *loving feelings* aren't enough; even empathy and compassion aren't enough. They're nice, maybe even necessary, but they aren't enough.

Carol Tavris

I learned this truth from my father, who once warned me that a sweet-talking man would one day enter my life, swearing how much he cared for me and how he loved me. "Watch what he *does* and not what he *says*," my father advised, and I've taken that advice to heart in many domains of life, from sweethearts to politicians.

So I want to speak here about caring as an action, not an emotion. In particular, I will discuss three elements of "care" that affect teachers: caring for students, caring for teaching, and caring for ourselves as teachers, without which we can't do the other two.

Caring for Students

First, caring for students does not mean loving them or needing them to love us. When you care about students, you want them to learn, to improve, to work, to do their best. It means you don't "teach down" to what you assume is their level, but challenge them to rise above it. It means you are prepared to contribute to and nurture their development, *even if they don't love you while you're doing it.*

Students who are used to hearing "I love you; I care about you" from their teachers are sometimes frightened and angry at first when you treat them as adults—with the expectations and standards you would impose on adults. My colleague Carole Wade had a student once who became very angry at her when she wouldn't play "earth mother" for him. She told him: "Look, I am not being paid to be loved; the college pays me to be the best teacher I can be. If you love me, I'm happy; if not, that's OK too." This response, I know, is often difficult for teachers who "don't get no respect" or love from the outside world. Many of us turn to our students to give us the admiration and affection that keep us going in hard times.

Yet teachers, like good parents, must get over the idea that to care for someone you give her everything she wants; that you talk down to her rather than lift her up; that you make exceptions for her—all in the hope that if you do these things, the recipient of your care will care for you. When you tell your 14-year-old that she may NOT take the car and spend four days and three nights with a booze-drinking hairball from Oklahoma, she will not love you at that moment. But you hope that she will understand one day, and that's what we must hope for as teachers, as well.

That said, how does "caring" translate into action? It involves *setting standards—standards for academic performance, standards for classroom behavior—and having students clearly understand them.* Fine words are not enough. A student cannot benefit from exhortations to "do well" if he or she doesn't know what "well" means; "study harder" doesn't mean anything if a student doesn't know how to study. Thus teachers must specify to themselves and to their students *the precise behavior* that is required. Then a student can know whether he or she has met the standard.

All very well and good; but what happens when students don't meet the standard? Carole Wade recently moved to a new community college, which has more black, Hispanic, and Asian students than

By sparing our students the pain of hard work, we also spare them the joy of success.

her previous school had. On the first test she gave them, half failed. What should she do: lower her standards for passing grades or bring the students up to them? She took a chance and decided to take the latter route. First, she gave the class an inspirational talk on the importance and satisfactions of hard work and then showed them *how* to do better. She made herself available to them; she tutored them in how to read, how to take exams. She organized the better students into helping and tutoring the poorer students, a cooperative procedure that helps both sides. Students who started with Ds in her class ended up with As.

Caring means *enforcing your standards consistently and fairly,* without exception. One student in a colleague's class did poorly in his course because he had a job and missed many classes. The student wanted a better grade. But the instructor put the matter this way: He told the student that he had made the right decision to put work ahead of school—"earning your bread and butter comes first"—but life consists of many such difficult and unbalanced choices. He explained it wouldn't be fair to others in the class to "care for him so much" that he makes an exception for him.

As this illustration shows, many lessons are learned in a classroom other than the specific subject matter: such as making choices *and what the consequences will be*, what's fair, the rules of life and work. Numerous studies have found that the best-respected employers, teachers, and parents do certain things in common: they don't make "loving" exceptions because then the employees, students, or children don't learn the lesson. But often, because we want to "be nice," we teach lessons we do not intend. One teacher I interviewed for my book on anger told of an angry child in her classroom who had taken to sticking pins in other children. "His parents are going through a bad divorce," she explained. "At least he is getting his anger out of his system." Perhaps; but by letting him do so she is also teaching an unintentional lesson—that when you are angry or unhappy it is all right to stick pins in other people.

Many teachers, like many parents, would spare their students suffering if they could—"they've had it hard," they say, "this poor person has had enough trouble [with disability or discrimination or poverty]." Or they say, "My childhood was rough for me, and I don't want my kids to go through what I had to." Such compassion is to be commended. But the irony of life is that by sparing our students the pain of hard work, we also spare them the joy of success. By making classes too easy for them now, we make life harder for them later.

Many students today have as their main goal "having fun," all the time. If some activity isn't "fun," they lose interest. Carole Wade and I both try to show students that being fully alive does not mean being happy all the time; it means to be on a roller coaster of experience and emotion. Some activities take effort, pain, struggle, and sweat, but the result is elation and exaltation. The expression on students' faces when they move from a D to an A, when they accomplish something difficult, is the reason we are in this business— but you *never see that expression on someone who just did something easy.* Students understand the importance of physical effort—"no pain, no gain"—in athletics; but it rarely occurs to them that the brain needs exercise and practice too. As the old proverb says, "Many complain of their looks, but none complain of their brains."

Next, I believe that *caring for students means sharing responsibility with them for their education*—and helping them realize that their learning comes from their own efforts as much as from what we offer them. Too many students have what we call in psychology an "external locus of control": they believe that their fate lies in the stars, that nothing they do will make a difference. Ultimately, knowledge is not something we can pour into their heads, as if their skulls contained empty pitchers instead of minds. Ultimately, students have the responsibility to take advantage of the teacher's knowledge. This is a fine line to draw, because it's easy for us to excuse ourselves, to put all the responsibility on our students: "If they don't know enough to listen to my pearls of wisdom, it's their problem." What we must do is not only teach them content, but we must teach them that they have the ability to learn the content.

[Space does not permit suggestions here for improving students' dispositions to learn, but I recommend Vincent Ruggiero's *Teaching Thinking Across the Curriculum* (Harper & Row, Publishers, 1988) for some highly practical and effective methods.]

Most of all, caring for students means not condescending to them. One professor recently reviewed Carole Wade's and my psychology textbook. She loved it, she said, but was not going to use it because "it is better to underestimate students than to overestimate them." I do not dispute her decision to choose another book, but I will dispute to my last breath that reason. Underestimating students is the attitude that produces boring teachers and bored students; it is the attitude that fosters mediocrity and stagnation; it is the attitude that creates a self-fulfilling prophecy, for by underestimating students we do not require their best—and therefore do not get it.

Underestimating students is the attitude that produces boring teachers and bored students.

In contrast, a teacher in the Bahamas recently used a far more difficult book that Carole and I wrote—*The Longest War: Sex Differences in Perspective*—in order to teach her illiterate students how to read. Not only did they learn to read (in order to read the book), they ended up writing a manifesto for their husbands! To underestimate students is to patronize and dismiss them.

Caring for Teaching

We care for our students by modeling not only the subject matter we teach, but also how we teach it. As teachers, we are—or are supposed to be—models of critical thinking, of self-reflection, of passionate commitment to our fields and to understanding. Yet many of us fall into one of two extreme "teaching traps": we become too rigid and punitive in the name of teaching students, or too permissive and tolerant in the name of loving them.

Years ago, psychologist Diana Baumrind conducted several studies on the effects of different parental styles on children. What she found, I believe, applies equally to teachers. *Authoritarian* parents exercise too much power ("do it because I say so, period"); *permissive* parents too little ("oh, do whatever you like, honey"). The results in both cases are often aggressive, manipulative children who are hard to discipline, who are unmotivated, who have little moral sense or self-control. In contrast, the middle way—the *authoritative* way—produces children who have good self-control, high self-esteem, and are cheerful and considerate. Authoritative parents and teachers are consistent in setting and enforcing specific rules; they set high expectations that are appropriate to the child's age; and they notice, approve of, and praise good behavior—instead of always punishing the behavior they dislike.

Although I mentioned earlier that caring for students means not making condescending exceptions for them because they have had a rough life, caring for *teaching* does mean making changes in our teaching style and curriculum, when necessary, to welcome students of different cultures and experiences. The field of psychology was, for too long, the study of the white male sophomore…rat. (They didn't even study female rats!) Many of us have had to rearrange our own thinking and teaching practices in order to understand—and welcome—the diverse array of students now in our classrooms. This is not "copping out" or "lowering our standards." We need to understand the special needs and experiences of students if we are to care for them enough to help them meet our standards.

Caring for Ourselves

I don't have to warn you about the dangers of "burnout" and depression among teachers. Only one profession in America burns out faster than teachers, and that is…dentists. Teachers are, of course, quick to blame themselves: "I should be more compassionate, I should care more, what's the matter with me?" When we can't marshall our enthusiasm and compassion, we blame ourselves for failure.

But the real reasons for burnout have to do with our working environments, not with a failure of personality or commitment. Teachers, like dentists, often get little feedback on how they are doing; they get few demonstrations of gratitude or respect. (It's a rare patient who thanks her dentist for a splendid root-canal job; mostly, dental patients just want to get away from the person who inflicted all that anguish. Likewise, it may take some students 20 years before they realize what you did for them.) Burnout results from a sense of laboring alone in the trenches with, it seems, *no one caring for you or the quality of your work*. As a result, many teachers (and dentists) end up working for extrinsic reasons—money, security, pensions, whatever—and in doing so, lose the intrinsic pleasures of work well done.

Ultimately, therefore, I think that teachers can best care for our students and for teaching by caring for ourselves as a profession. It is difficult for an individual teacher to maintain high classroom standards, for example, without the cooperation and support of other teachers and the administration. We must work together and stand together to improve and change working conditions, to gain the pay and respect the profession deserves.

To me, the real miracle is that so many teachers retain their commitment, their caring for students and the slow process of education, even in these difficult times. In the final analysis, many of us are like the old teacher who once said, "If I were Rockefeller, I'd be richer than Rockefeller." "How could that be?" asked his wife. "I'd do a little teaching on the side!"

*Dr. Tavris resides in Los Angeles. She is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles. She holds the Bachelor of Arts degree (*summa cum laude*) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. Her articles appear frequently in professional journals and popular magazines. She is author of* Anger: The Misunderstood Emotion *(Simon & Shuster, 1982); and co-author (with Carole Wade) of* Psychology *(Harper & Row, Publishers, 1987).*

Liberal Arts, Cultural Literacy, and All That

Scott Nelson

Instructor of Political Science
North Harris County College—East Campus

The presence of two books on similar topics on the nonfiction best-seller lists is normally not a cause for alarm. Usually we can count on these being related to the latest fads in dieting or investing. But recently we have seen a couple of tomes that relate directly to our profession. I refer to Allan Bloom's *The Closing of the American Mind* and *Cultural Literacy* , by E. D. Hirsch. While the symptoms they purport to expose are quite different, their diagnosis contains the kind of implications that should concern, if not surprise, us all: (a) students of today know very little about anything and (b) what they know is of little favorable utility to Western Civilization.

Scott Nelson

So what's new? This is the initial reaction from those of us who have probed the waters of student comprehension when it comes to fundamental knowledge about, well, *anything*. Each of us has our favorite anecdote of student ignorami, who are convinced that Socrates was an Indian chief, that Ozone is a town near Amarillo, and that photosynthesis is something one really ought to be ashamed of or at least careful about. Presumably, the Soviets can relax: self destruction is imminent. But wait a minute.

It might behoove us to take a little test. Be honest. How many of you who do not teach biology could pass a freshman biology test, any test, today? I can't. But I've seen them—trust me, they're scary. Even more terrifying, how many non-mathematicians could find "*x*" again with no tutoring or instruction? In what Shakespearean play do we find the character of Shylock, non-English majors? What happened to your education? Didn't you have these courses in college? Didn't you *learn* anything?

The reason those of us who think that milk comes from cartons need not be terribly alarmed is because if someone tossed us a zoology book or gave a brief lecture on cows we could probably understand most of it and figure out the rest. If we are able to do this, it is because we somehow acquired a decent liberal arts education; it has little to do with the specific courses on our transcripts. Often we learn these things *in spite* of our degree plans.

It would be interesting to try another test. Let's ask a panel of brain surgeons about Plato, or a team of engineers about Sigmund Freud. Chances are they would know a bit more than our students, but not much. You don't believe me? Listen carefully to specialists and the first thing you discover is that they have made up their own language, jargon, which allows them to "communicate" with one another but no one else. A nice byproduct from their perspective is to make the rest of us feel like idiots. Historically, the most famous offenders are lawyers, but the tragedy has not stopped with them.

A while back, an administrator told me that he wanted to "interface" with me. Before I sheepishly could respond that, er, naw, I don't guess so, no offense—thanks anyway, I dimly recalled the term from the instructions to my home computer. He wanted to talk, it seems. In this case, jargon from the Land of High Technology had infiltrated our conversation, with an effect that is all too common—that of muddying the waters rather than clarifying them. Unfortunately, the "technical" professions are just as infected with jargon as the sainted Halls of Academe: as a tiny example, we train nurses to memorize the mystic codes for such things as bleeding, throwing-up, even dying. Obviously some of the new vernacular is to protect the patient, but a closer inspection reveals the same old story. The Professions call the tune.

I submit that the problem is not mere ignorance but specialization. The academic "disciplines" that you and I routinely fight so hard to protect are usually the products of university turf wars, rather than anything sensible to civilization. And in the technical-vocational area, they often stem from transitory market forces or, worse, the latest hula hoops from hi-tech hucksters. It is all very depressing. But wait a minute.

Traditionally, when I've needed a handy Great Satan to blame for most of our problems, the colleges of education of our universities have always been reliable. I still have little doubt that they are the Forces of Darkness in many areas, but this

The future success of our students is more dependent on their ability to respond to changes with confidence than in trying to hitch up to the latest trend.

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particular devil is burrowed deeper than the fun of scapegoating allows. It's in our bones as Americans.

There's something about us that makes us feel inadequate if we're not on the cutting edge of specialization. In academic areas, it manifests itself in esoteric courses and *avant garde* assignments. In technical fields it's the latest gizmos from the catalogues. Don't tell me that these are all necessary because of employer demands either: employers want people who can write memos that makes sense, even if they're in crayon. University professors, and I know plenty of them, are much more impressed by writing ability than mastery of content. Show me a person who can write a decent paragraph and I'll show you a person who can learn anything. Well, almost.

Yes, teachers must change and adapt to keep from getting stale. And obviously, the competitive jungle of the marketplace necessitates that we stay current. But it seems to me that the future success of out students is more dependent on their ability to respond to changes with confidence than in trying to hitch up to the latest trend. The Japanese have learned to specialize, but they have also learned to speak English.

In Texas we can see this little experiment firsthand. Those who are displaced by the oil crunch and make it in other professions often do so because of their ability to adapt and communicate in a variety of fields. Here's our liberal education again. If the experience of the past few years has taught us anything, it is that people will be changing jobs with startling frequency in the future. The community college must respond accordingly.

In a sense, liberal education and technical education are contradictory terms, are they not? Many in our profession think so. But those of us in academic areas need to remember that we, too, are often technocrats by training. I've been to Political Science conferences where it seems as if the participants have just descended from the Tower of Babel and are speaking in tongues. Ask them what the latest empirical study *means* and they often have great difficulty explaining it. The good teachers among them can do so with ease. What good is knowing something if you can't tell someone about it? The link between technical and liberal education lies in the use of *language*: I have no proposals for ending the problem, but it must *start* with language.

There is a gap in my suggestions so far. I've been avoiding an important point: mathematics is a language, too. So are Spanish, Latin, BASIC and PASCAL. Some employers and professors expect our students to know these things—things that cannot be dismissed as mere jargon. But as I listen to the instructors of mathematics and computer science, I hear a similar refrain to my own. Students don't understand us much of the time because their vocabularies are *tiny* when it comes to general cultural knowledge. Even logic must have a context, unless you're into the stratosphere of theory—the kind of stuff most of our students don't need from a community college anyway. All teachers make social comparisons, even ridiculous ones, to illustrate their points. Perspective is essential, and that is what is missing. The idea is that general verbal communication is the lowest common denominator of *all* instruction, to adopt a mathematical metaphor.

Quite simply, a sound curriculum contains lots of reading and writing. For academics, we can dump the departmental jargon as much as possible. A transfer student from our colleges with good general knowledge and verbal skill can beat the socks off one who has been lectured to by a university specialist fighting for tenure. "Articulation" with universities will take care of itself. For vocational teachers, we can insist on oral and written communication that makes sense to professionals and laypersons alike. As the lives and careers of our students inevitably change, we can do them no greater service.

This is not an argument for the "purity" of language or one for a "return to fundamentals." Language isn't like that. Besides, for me to argue for purity and fundamentalism of any sort would resemble Tammy Bakker advocating simple piety and the Natural Look. What we can do, however, is rely upon our own instincts as teachers when it comes to the learning process, instead of giving blind obedience to the academic and economic marketplace.

ADVISORY COMMITTEE ISSUES "FACT SHEET"

The Communications Advisory Committee of the Texas Higher Education Coordinating Board has been meeting on a monthly basis since its creation last fall. The advisory panel consists of 16 members—mainly public information officials for several community junior college districts and presidents of the major groups which function as advocates for the state's two-year postsecondary institutions. Chairperson of the committee is L. B. York, who chairs the board of trustees of the North Harris County College District. TJCTA has been represented on the panel by Mary Parker, and her position has been assumed by incoming state president Larry Shirts.

Members of the advisory committee designed a logo for use by community colleges and developed a "fact sheet" based on a 1987 Coordinating Board survey. The compilation of statistical data will be used by various groups in promoting community college education and in advancing two-year colleges' goals during the 1989 session of the Texas Legislature. The fact sheet includes the following points:

COMMUNITY COLLEGES
Where TEXANS Go To College

- Community colleges prepare students for transfer to four-year colleges or universities; train them for new careers or update their skills for existing jobs; and enable them to master basic English, reading, and mathematics skills. Community colleges also provide comprehensive community service and continuing education programs of vocational, personal enrichment, and business and industry support courses.
- More than half a million Texans attend community colleges. The state's 49 public community college districts reported a combined fall 1987 enrollment of 327,425—a net increase of 25,340 students over a year earlier. Another 176,325 enrolled in adult vocational courses, and more than 100,000 Texans signed up for personal enrichment courses which are supported totally by local user fees. The four campuses of the Texas State Technical Institute reported a combined fall 1987 enrollment of 8,686 students.
- Texas has the second largest total community college enrollment in the country, according to the most recent survey by the American Association of Community and Junior Colleges (fall 1985 data released in January 1987). Only California enrolled more community college students.
- More college freshmen and sophomores get their start at community colleges around the state. In degree programs, community colleges enroll 64 percent of all freshmen and sophomores, and 45 percent of all students in Texas public higher education.
- Data show that an almost equal percentage of graduates from Texas four-year institutions begin their education at community colleges (35 percent) as entered four-year institutions as freshmen (36 percent).
- Texas community colleges offer occupational training in more than 1,900 technical and vocational programs.
- According to the U.S. Census Bureau (1987), persons leaving community colleges with associate degrees can expect to earn an average starting salary of $16,152 a year—or $3,612 more than the average starting salary of high school graduates and almost double the starting salary of high school dropouts.
- Thirty-three of the state's 49 public community colleges, responding to a fall 1987 Coordinating Board survey, reported providing a wide variety of training and other support services to 1,542 different companies in the fiscal year ending August 1987. Examples of companies served include:
  - Mobil Oil Company
  - K-Mart
  - Tracor Aerospace
  - Kelley Springfield
  - Mitchell Energy
  - Standard Oil
  - Kroger
  - Central Power & Light
  - Texas Instruments
  - Mason & Hangar, Inc.
  - Celanese Chemical
  - Levi Strauss
  - Rockwell International
  - IRI International
  - Greyhound
- Texas public community colleges and technical institutes are accessible. Strategically located throughout Texas, the 49 community college districts (with their 66 campuses) and the four campuses of the Texas State Technical Institute are within easy driving distance of 90 percent of the population.
- Texas public community colleges ranked 37th in the nation in the average amount of tuition and fees charged resident students ($561) for 30 semester credit hours in 1986-87, according to *Tuition and Fees—A National Comparison* published in March 1987 by the Higher Education Coordinating Board, State of Washington. Texas ranked 35th in the nation in the average amount of tuition and fees ($1,496) charged nonresidents at public community colleges in the same period.
- Forty-three percent of the operating income for public community colleges comes from local sources (taxes, tuition, fees, other) and 57 percent from state appropriations.
- For fall 1986, the average age of community college students in Texas was 27—slightly older than the average age (25) of students at public senior institutions. Fifty-five percent are women.
- Minority students account for almost one-third of the state's public community college enrollment—and more minority students attend public community colleges than other kinds of higher education institutions in Texas.
- In fall 1987, Texas public community colleges enrolled 104,115 minority students compared with 73,319 enrolled in public senior colleges and universities. Black students make up 9.5 percent of the state's community college enrollments; Hispanics, 18.8 percent; and other minority groups, 3.4 percent. Nationwide, community colleges enroll 54 percent of Hispanic undergraduates and 43 percent of Black and Asian college students, according to the *Digest of Education Statistics, 1987*, Washington, D.C.: Center for Education Statistics, U.S. Department of Education.
- Dallas County Community College District is the largest undergraduate institution in Texas, enrolling 48,600 students in fall 1987. Community colleges range in size from Clarendon College, Frank Phillips College, and Ranger Junior College, each serving fewer than 1,000 students, to the larger districts like Dallas County, Alamo Community College District (30,858), and Tarrant County Junior College District (24,953).
- Two of the oldest community colleges in Texas are Weatherford College and Blinn College, both founded in the mid-1800s. The newest is Collin County Community College District (1985).
- More than 7,600 persons serve on citizen advisory committees to 33 of the state's 49 public community colleges responding to a fall 1987 Coordinating Board survey.

PROFESSIONAL STAFF POSITIONS AVAILABLE

ALVIN COMMUNITY COLLEGE: Assistant Director of Continuing Education and Evening School Program (12 month position); Instructor of Geology. Contact Office of Personnel, 3110 South Mustang Road, Alvin, Texas 77511.

AMARILLO COLLEGE: Instructor of Business Administration. Contact Personnel Office, P. O. Box 447, Amarillo, Texas 79178.

ANGELINA COLLEGE: Instructors of Accounting, English, and Sociology. Contact Dr. Patricia McKenzie, Dean of Instruction, P. O. Box 1768, Lufkin, Texas 75902.

BLINN COLLEGE: Instructors of Business Administration, English, History, and Mathematics. Contact Dr. Charles L. Cottingham, Vice President, Academic Affairs, Brenham, Texas 77833.

BRAZOSPORT COLLEGE: Instructors of Automotive Technology and Criminal Justice. Contact Personnel Office, 500 College Drive, Lake Jackson, Texas 77566.

CISCO JUNIOR COLLEGE: Business Manager; Computer Operator. Contact: Personnel Director, Route 3, Box 3, Cisco, Texas 76437.

COLLIN COUNTY COMMUNITY COLLEGE: Instructors of Biology, Mathematics, Developmental Math, Nursing, Physical Education, Horticulture, Developmental Writing, and Theatre; Reference Librarian. Contact Personnel Office, 2200 West University, McKinney, Texas 75069.

DEL MAR COLLEGE: Instructor of Electrical Engineering Technology; Cataloging Assistant, College Library. Contact Office of Human Resources, 101 Baldwin Boulevard, Corpus Christi, Texas 78404.

FRANK PHILLIPS COLLEGE: Instructor of Office Occupations/Accounting. Contact Dr. Vance W. Gipson, Vice President for Academic and Student Affairs, P. O. Box 5118, Borger, Texas 79008.

McLENNAN COMMUNITY COLLEGE: Instructors of Computer Data Processing and Respiratory Care Technology (Coordinator). Contact Office of Personnel Services, 1400 College Drive, Waco, Texas 76708.

NORTH HARRIS COUNTY COLLEGE DISTRICT: Business Manager; Counselor; Instructors of Accounting, Biology, Chemistry, Data Processing, Economics, English, History, Mathematics, Office Administration, Physical Education, Political Science, and Reading. Contact Personnel Office, 233 Benmar, Suite 150, Houston, Texas 77060.

NORTHEAST TEXAS COMMUNITY COLLEGE: Instructors of Chemistry, Physics or Geo-Physics, Government, and English. Contact Dr. James K. Archer, Dean of Academic Services, P. O. Box 1307, Mount Pleasant, Texas 75455.

ODESSA COLLEGE: Director of Planning and Research (12-month position); Associate Dean of Learning Resources Center (12-month position). Contact Personnel Office, 201 West University Boulevard, Odessa, Texas 79764.

SAN JACINTO COLLEGE—CENTRAL CAMPUS: Instructors of Accounting and General Business, Aeronautical Technology, Child Development, Development Studies, Medical Lab Technology, Respiratory Care Technology, Mathematics, Associate Degree Nursing (Medical-Surgical Nursing), Associate Degree Nursing (Psychiatric Nursing), Speech and Drama; Sound Recording Studio Engineer/Manager/Lab Instructor; Counselor (Financial Aids). *NORTH CAMPUS:* Instructors of Data Processing, Electronics, Physical Education (Women's Basketball Coach), Vocational Nursing, and Physics. *SOUTH CAMPUS:* Instructors of Accounting and General Business, English, Mathematics, Music (Jazz Band Director); Chairperson, Electro-Magnetic Division. Contact Personnel Office, 4624 Fairmont Parkway, Suite 106, Pasadena, Texas 77504.

TARRANT COUNTY JUNIOR COLLEGE—NORTHEAST CAMPUS: Instructors of General Business, Dental Hygiene, English, Physics, Natural Sciences (Department Chairperson). *NORTHWEST CAMPUS:* Instructor of Psychology. *SOUTH CAMPUS:* Instructor of Government; Assistant Director of Library Services. Contact Director of Compensation and Employment, 1500 Houston Street, Fort Worth, Texas 76102.

TEXAS STATE TECHNICAL INSTITUTE-SWEETWATER: Instructor of Computer Science Technology. Contact Personnel Office, Route 3, Box 18, Sweetwater, Texas 79556.

TJCTA Messenger

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Charles L. Burnside
Editor

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INSURANCE VETO WAS "MISGUIDED," CLEMENTS ADMITS

TJCTA State President Larry Shirts, left, and Texas Governor Bill Clements discussed several issues of importance to community junior college educators.

The August 1987 veto of $45.3 million for group insurance premiums for employees at Texas community junior colleges was part of a "painful process" of dealing with the state's economic crunch, according to Texas Governor Bill Clements. In an exclusive interview with TJCTA State President Larry Shirts and Legislative Committee Chairperson Scott Nelson, Clements discussed the circumstances which led to his veto of junior college insurance funds.

"We were having to make up the [$1.2 billion] deficit and the [$700 million] cash shortfall, and in that process we made some cuts that, first of all, were painful. We didn't want to make the cuts that we did, and in some cases those cuts were what I would call misguided," Clements said.

When pressed on the point by Shirts, Clements expressed support for a restoration of the vetoed funds. "In all likelihood the cut that we made on the junior colleges will be restored," he said. The governor expressed willingness to consider use of his newly-acquired budget execution author-

(Continued on page 3.)

CONFERENCE PLANNED FOR FACULTY LEADERS

Vivian B. Blevins

Frank Hill

Marcia Wise

Cyndi Taylor Krier

The ninth annual TJCTA Conference for Faculty Organization Leaders will be held Saturday, Oct. 1, at the Wyndham Hotel Southpark in Austin. The conference will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m.

Principal speaker for the opening session will be Vivian B. Blevins, president of Lee College since 1986. Her topic will be "The Faculty Role in College Decision-Making." Dr. Blevins is a graduate of Cumberland Junior College and holds the Bachelor of Education degree from the University of Toledo, the Master of Arts degree from Eastern Kentucky University, and the Ph. D. in American Literature and English Education from Ohio State University. She began her professional career teaching in the elementary school of St. Paris, Ohio, and later taught high school English and social studies. She taught English and education at the college level from 1965 to 1983, when she became the chief administrative officer of Southeast Community College, part of the University of Kentucky Community College System. In 1986, Dr. Blevins moved to Texas to assume the presidency of Lee College.

The conference's second session will feature a discussion of "Recent Developments in Case Law Affecting Faculty Rights," by Frank Hill and Marcia Wise, attorneys with the law firm of Hill, Heard, Oneal, Gilstrap, and Goetz, in Arlington. Mr. Hill holds the bachelor's degree in English from the University of Texas at Arlington and received his law degree from Southern Methodist University School of Law in 1966. His law firm, founded in 1972, now includes 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speaker for the Noon luncheon meeting

(Continued on page 3.)

NOMINATING COMMITTEE INVITES RECOMMENDATIONS

Reba Blackshear, El Centro College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the association for 1989-90.

Recommendations should be received by Nov. 1 in order to be considered by the Nominating Committee in its Nov. 12 meeting in Dallas.

Recommendations should be sent to:

Reba D. Blackshear
Chairperson
TJCTA Nominating Committee
El Centro College
Main and Lamar Streets
Dallas, Texas 75202

PRESIDENT'S MESSAGE

Welcome to the 1988-89 TJCTA year! The coming months promise to be both exciting and challenging ones, and I personally look forward to the privilege of serving you as president.

Due in large part to the leadership of last year's state president, Mary Parker—and the efforts of countless numbers of faculty members throughout the state—the Association begins this year in remarkably strong financial and organizational shape. Membership appears to have stabilized at slightly more than 5,200 members. Potential budget deficits, which were pinpointed at the start of last year, were converted before the year was out into a budget surplus without reducing essential member services or increasing member dues!

Additionally, I never cease to be impressed by the many talented and dedicated members who are willing to devote their time and energies to the cause of the Association. More than 100 such individuals from around the state have consented to serve on various TJCTA committees for the coming year, while another 75 persons have agreed to spearhead our membership recruitment efforts as local campus representatives.

Last May, your elected officers and those who will chair the Association's various committees met together for three days to review and evaluate our past successes and failures, to talk about the future of our profession and of the Association, and to develop a plan of action for the coming months.

Following this extremely productive retreat, leaders of our Association began their work in earnest. In June, selected members of the Professional Development Committee met to plan the annual Conference for Faculty Organization Leaders, which will be held this year on October 1, in Austin.

In July, the Membership Committee met to develop plans for this year's membership campaign. In addition to our traditional recruitment efforts, this year's campaign includes statewide distribution of a brief videotape telling "the story" of our Association and highlighting our contributions and accomplishments on behalf of educators in Texas' community junior colleges.

In addition to these important internal activities, be assured that your Association has also been working actively throughout the summer months on the legislative and political fronts. In June, representatives of TJCTA traveled to Corpus Christi and Kingsville to meet with local faculty and to offer testimony to the Joint Legislative Committee on Higher Education in South Texas. This interim committee is examining, among other issues, the possible expansion of certain existing upper-level institutions into full, free-standing four-year universities, a controversial move which could constitute a significant threat to existing two-year colleges in the area and which could set a dangerous precedent statewide.

Later in the summer, leaders of the Association met for almost an hour with Governor Bill Clements to discuss a broad range of concerns relevant to community junior college educators. The text of this interview appears elsewhere in this issue of the *Messenger*.

Most recently, I—as your state president—offered testimony before representatives of the Legislative Budget Board and the Governor's Office of Budget and Planning in behalf of increased levels of funding for community junior colleges in the coming biennium. Once again, TJCTA was the *only* teacher organization present at this important hearing to speak out on these matters of vital interest to two-year college educators.

Obviously, our work in the legislative arena has just begun. At the state level, our Legislative Committee will meet next month to develop our Association's legislative program and to finalize plans for the upcoming legislative session which begins next January. In the days ahead, the first of several issues of a legislative newsletter will be distributed statewide. The *Legislative Updates*, to be published periodically over the next nine months, will provide you with timely information concerning bills and issues affecting two-year college educators and will offer suggestions regarding ways you and your local faculty organization can work more effectively to influence the outcome of legislative proposals.

When you get down to it, however, the real success of our lobbying efforts at the state level will depend largely on how well you—at the local level—have established channels of communication and an effective working relationship with your respective legislators. While it's true that members of the Texas Legislature do indeed listen to the views espoused by TJCTA and its representatives, it goes without saying that those same legislators will listen even more attentively when the caller on the phone or the writer of the letter or the visitor in the office is a constituent—and a voter!—back home.

Obviously, we have our work cut out for us in the coming months. Never before have the concerns of education in general and two-year colleges in particular been more critical. Never have faculty needed a strong, independent voice and advocate in the halls of the Legislature more than we do today.

But we must take heart and have hope—for, after all, we *do* have a message in which we can believe and a track record of which we can be proud. And, what's more, we have strength in our numbers and a state association which stands ready to represent our collective interests in a forceful, positive, and professional manner.

I urge you to join with me and thousands of your colleagues from around the state in meeting these challenges. NOW…more than ever…TJCTA needs—and deserves—your active support and participation!

Larry Shirts

TJCTA
MESSENGER

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LARRY G. SHIRTS
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

CONFERENCE PLANNED FOR FACULTY LEADERS

(Continued from page 1.)

will be Cyndi Taylor Krier, State Senator for the 26th Senatorial District of Texas, who will address the conference on "The Faculty Organization and the Texas Legislature." Sen. Krier has represented San Antonio and Bexar County in the Texas Senate since 1985. She is a graduate of San Antonio College and holds the Bachelor of Science degree in journalism from Trinity University and the Doctor of Jurisprudence degree from the University of Texas Law School. Sen. Krier's committee assignments for the 70th Legislature include the Senate Committees on Finance, Education, and Jurisprudence. Earlier this year, she was named San Antonio's Citizen of the Year by the North San Antonio Chamber of Commerce and received the San Antonio Jaycees' 56th Annual Distinguished Service Award.

The closing session will feature an update on the Texas Academic Skills Program by Joan M. Matthews of the Texas Higher Education Coordinating Board, director of TASP.

TJCTA state president Larry Shirts has sent letters to leaders of local faculty organizations inviting them to participate in this year's conference. In his letter, Shirts said, "The major purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-year colleges in Texas. We believe every faculty group can benefit from having its leaders attend the meeting."

While designed primarily for elected and appointed leaders of local faculty organizations, the conference is open to all interested TJCTA members and faculty leaders. Conference registration should be completed by Sept. 30, through the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736 (Area Code 512, 288-1364). Hotel accommodations, at $49 for single or multiple occupancy, may be reserved by contacting the Wyndham Hotel Southpark in Austin, at Area Code 512, 448-2222. A $15 registration fee, payable on arrival at the conference, will cover lunch and refreshment breaks.

Arrangements for the conference were developed by a subcommittee of the TJCTA Professional Development Committee. Subcommittee members are Larry T. Patton, Galveston College, chairperson; Joseph D. (Dan) Mendoza, Lee College; Thomas L. O'Kuma, San Jacinto College–South Campus; and William C. Davis, Texas Southmost College.

SCHEDULE OF TJCTA COMMITTEE MEETINGS

(Note: All committees are subject to additional meetings as called by their chairpersons. Ending times for meetings are indicated to facilitate travel arrangements. Meetings will end not later than *times indicated.)*

EXECUTIVE COMMITTEE
Friday, September 30, 1988, 5:00–6:30 p.m.—Wyndham Hotel Southpark, Austin
Friday, December 2, 1988, 6:00–10:00 p.m.—Hyatt Regency Hotel, Austin
Saturday, December 3, 1988, 9:00 a.m.–4:00 p.m.—Hyatt Regency Hotel, Austin
Wednesday, February 15, 1989, 6:00–10:00 p.m.—Hyatt Regency Hotel, Austin
Thursday, February 16, 1989, 4:00–5:00 p.m.—Palmer Auditorium, Austin
Saturday, February 18, 1989, 12:00 Noon–3:00 p.m.—Hyatt Regency Hotel, Austin

PROFESSIONAL DEVELOPMENT COMMITTEE
Friday, September 30, 1988, 3:00–5:00 p.m.—Wyndham Hotel Southpark, Austin
Thursday, February 16, 1989, 1:00–3:00 p.m.—Palmer Auditorium, Austin

LEGISLATIVE COMMITTEE
Saturday, October 15, 1988, 11:00 a.m.–4:00 p.m.—Love Field Terminal, Dallas
Thursday, February 16, 1989, 1:00–3:00 p.m.—Palmer Auditorium, Austin

MEMBERSHIP SERVICES COMMITTEE
Saturday, October 22, 1988, 11:00 a.m.–4:00 p.m.—Love Field Terminal, Dallas
Thursday, February 16, 1989, 1:00–3:00 p.m.—Palmer Auditorium, Austin

NOMINATING COMMITTEE
Saturday, November 12, 1988, 11:00 a.m.–4:00 p.m.—Love Field Terminal, Dallas

RESOLUTIONS COMMITTEE
Thursday, February 16, 1989, 3:00–4:00 p.m.—Palmer Auditorium, Austin

AUDITING COMMITTEE
Thursday, February 16, 1989, 2:00–3:00 p.m.—Palmer Auditorium, Austin

EDITORIAL REVIEW BOARD
Thursday, February 16, 1989, 1:00–3:00 p.m.—Palmer Auditorium, Austin

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1989 convention in Austin.

Suggestions should be received by Feb. 1, 1989, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 16, 1989, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

Henry Castillo, Chairperson
TJCTA Resolutions Committee
Temple Junior College
2600 South First Street
Temple, Texas 76501

CLEMENTS DISCUSSES INSURANCE VETO

(Continued from page 1.)

ity to restore the vetoed insurance funds.

During the 55-minute meeting in his Capitol office last month, Clements also commented on proposals for the downward expansion of upper-level universities, asserted his support for maintaining the actuarial soundness of the state's Teacher Retirement System, and expressed a number of concerns regarding the Texas Academic Skills Program.

Clements also reiterated his previous statement that community colleges were the best bargain the state gets. "I'm proud of our junior college system, I support it, and I think it's a very, very important part of what we're all about in the state of Texas, and I want to see it prosper," the Governor declared.

Editor's Note: The text of the interview with Governor Clements begins on page 6 of this issue of the Messenger.

How We Fail Our Students

by

A Concerned Teacher

Editor's Note: The Messenger *is departing from its usual policy and printing an "unsigned" article. The writer's name and college are withheld for reasons which will become obvious as you read the piece. The major purpose in publishing the article is to encourage a bit of introspection.* ***Could this piece have been contributed by one of your campus colleagues?***

Recently, I spent a morning in a lengthy and tense meeting of a Writing Across the Curriculum Committee. The committee had begun in mutual interest and inspiration; toward the end, it had settled into quibbling and sometimes outright nastiness. The committee was composed of teachers from various disciplines, and each member had volunteered to share classroom reading and writing assignments in an effort to develop and encourage in ourselves and our colleagues new teaching strategies. In the end, only two of the members of the committee were willing to share anything at all. Frankly, I don't know if the majority couldn't develop such assignments, or if they wouldn't share with their colleagues the assignments they did develop. I don't suppose I will ever know since our defensiveness kept us from speaking plainly with each other.

There were excuses offered: some teachers were too busy, some taught technical courses where reading and writing skills just weren't necessary, and some were intimidated by the task. One teacher said he simply didn't want to work that hard. I was perplexed. Everyone on the committee had volunteered to be there. Hours of preparation lay behind us. We had begun by agreeing on written goals. We had accumulated our students' placement scores. Some of us had already reproduced our assignments and shared graded student writing with the group. We had, I thought, a shared interest in promoting more reading and writing activities across our campus. We cared about each other as teachers; we cared about our students' literacy. We had acknowledged separately and collectively that many of the students we taught lacked reading and writing skills, and if we were to cope with the TASP test, we would have to do some things differently. In short, we had agreed we were going to have to do less in our classes of what we did largely out of habit or preference and do more of what needed to be done for our students. But somehow we faltered, and in the end we failed to demonstrate any real results.

I pleaded with, begged, and cajoled my colleagues to honor their original commitments. We had accepted obligations, I said pointedly, and we hadn't fulfilled them. They looked at me blankly, undoubtedly suppressing their anger. I must have seemed to them at that moment just another zealous and arrogant English teacher. Surely, I exaggerated, they said. And with one exception, the group never acknowledged that anything had gone wrong. The consensus was that we had formed, met an adequate number of times, voiced a variety of fine opinions, and thus had taken care of our commitments and responsibilities. Backs were patted and reassurances given all around that had we more time and been much less busy we certainly would have done more as a committee.

With more time? With fewer things to do? With more favorable circumstances? We could have done better work but— Where have I heard this line before?

I left the committee wondering what students would think of their teachers had they witnessed that final meeting. I wondered if our students had known all along what I had just realized: as teachers we didn't seem to want to change our behavior any more than students wanted to change theirs. I wondered if they knew these same teachers (like many of us) had been loud and vocal about their students' laziness. I wondered if perhaps the apathy these teachers claimed they saw in their students was not, in fact, reflection of the general apathy which students saw in us. Maybe my students were right. Why should they work hard when other teachers expected so much less from them?

As I walked back to my office I made the connection between what I had witnessed that morning and a short story I had been discussing in one of my literature classes. It is the peculiar story of an employer who tolerates the incomprehensible behavior of a scrivener—a professional copyist common in the nineteenth century. Bartleby the scrivener repeatedly offers an unusual and disconcerting explanation for his refusal to perform his duties: "I prefer not to," he says. The students in my literature class had been incredulous about the scrivener's behavior and saw the story as impossible and unbelievable. One student claimed that an employer would never—and could never—tolerate such behavior. Thus, he argued, the employer's conduct, no less that the employee's, is incomprehensible. I admit I viewed the story as largely allegorical and never seriously considered the possibility that reasonable people might use such an excuse in their professional lives. But it occurred to me that morning I had heard this same excuse from my colleagues and, without incredulity, it was accepted as reasonable and understandable.

I am not suggesting that Herman Melville's story is about employee relations or professionalism. But I am suggesting the story is about people accepting and denying responsibility for each other. Melville's narrator denies responsibility for Bartleby's refusals because he found it easiest to choose the path of least resistance. My colleagues, too, had chosen the easiest path by refusing to accept any real responsibility for their students' literacy. You see, I believe literacy is a moral issue. And moral issues make claims on our conduct as well as our attention. When we see our responsibility as teachers largely in terms of training students with specialized

"When we deny responsibility for our students' literacy, we deny the underlying rationale for our teaching: the right of students to think for themselves."

skills, we deny students other critical skills for accessing knowledge we may not know or see as important. When we interpret our responsibility principally in terms of informing students with the specialized knowledge of our disciplines, we encourage them to memorize. But students who have been taught in this way cannot read for themselves and decide for themselves what is important. Like Bartleby, they are copyists. They cannot question a teacher's opinion; they cannot question a teacher's "facts;" they cannot question a teacher's view of reality—or question anybody else's. They haven't the critical thinking skills in place to question at all. When we deny our students the means through which information is used—when we fail to teach reading and writing as interpretative and analytical skills—we deny them access to fresh ways of seeing the disciplines we value. Even worse, when we deny responsibility for our students' literacy, we deny the underlying rationale for our teaching: the right of students to think for themselves.

I understand my colleagues' reluctance. Thinking is dangerous. When students think, teachers have to work harder. Teachers who face thinking students must expose themselves to unsettling inquiry. It is possible that some students may know more than teachers—that they may just see new ways of doing something or defining something or fixing something. That can be uncomfortable. It can be uncomfortable when teachers have to grade essays that require subjective judgments. I know that when I challenge students with a difficult assignment I must, rightly, justify why I am expecting so much from them. I must explain what I want and why I want it. I can't say to a student, "You missed 24 questions out of 50—you fail." Instead I must explain that a written response lacks a critical component or its argument isn't logical, ordered, or well-connected. I must say, in other words, a piece of thinking didn't make sense. These are much harder things to demonstrate because they are more difficult to understand than facts. But it is learning these skills—interpretive, analytical thinking—that defines education. Students who can think for themselves can decide for themselves what the issues are. They can change their minds about these issues. They can make educated, moral choices.

I hear daily in the faculty lounge groanings about the agony of teaching. But we have created our own dilemma, and I'm afraid we prefer not to do anything about it. If we say, as I know we do, that teaching reading and writing is somebody else's responsibility, we are saying we do not teach these things because we "prefer" not to teach them. If we offer the excuse that we have barely time for teaching the content of our courses, we are saying we do not teach reading and writing because we "prefer" not to teach skills necessary for understanding that content. If we say we are "not qualified" to judge the writing performances of students, then we are contradicting our own professionalism and our right to judge students at all. If we say any or all of this, we are saying we "prefer" not to take responsibility for people whose development and future have been entrusted to us—to *all* of us. These excuses don't hold water next to the student who can neither read nor write above the sixth grade level but who gets a *B* in content courses because he knows the facts. Such students will be crippled in a society driven by change. We do them no service by telling them, however mutedly, that it doesn't matter if they are illiterate, or that we have a responsibility for them only to the extent we are willing to accept it. We do ourselves no service either.

At the end of the story Melville's narrator ineptly tries to rescue Bartleby from his inevitable death in the Tombs. But it is too late for Bartleby. The narrator's casual attention to his cry for help has left Bartleby in a complete and utter state of despair. Bartleby believes there is no solution for what has become for him a meaningless existence. And I think it is here that I see most clearly the connection between Melville's story and my committee meeting. What I witnessed was another version of the same kind of despair. I saw people asking, "If I can't make a difference anyway, why should I try?" Teachers can't afford such pernicious reasoning because it creates an excuse for mediocrity in the classroom. Yet I'm afraid this despair reaches across education and is reflected in our students. I believe some students are learning exactly what we are teaching them. They are learning that we don't believe we can solve the problem of their illiteracy, so we deny the problem by hiding behind the content of our courses and claiming that content for our purpose. And therein lies the moral issue: if we are to produce thinking, caring students, then we must first become thinking, caring teachers. We have to take responsibility, as many teachers before us have done, and do the things we've been hired to do. We have to find for ourselves first a reason to teach and then for our students a reason to learn. We have to compose a meaning for our courses that goes beyond information or even the interpretation of information. We have to understand it is through our disciplines that we teach the critical thinking skills that are worth our time and effort. In fact, without these skills, our students have no real means by which to know what is important about our disciplines. It is through the facilitation of this learning that we make the meaning for what we do and who we are when we call ourselves "teachers."

As an English teacher I feel deeply the despair the narrator of Melville's story must feel as he says, "Ah Bartleby! Ah, humanity!" He must feel that in failing Bartleby he has failed humanity and ultimately himself. If we fail to understand what it is we should be doing as teachers, then we fail our students and ultimately ourselves, too.

A Conversation With Governor Bill Clements

INTRODUCTION: The Texas Constitution does not give a broad range of powers to the Governor. Nevertheless, particularly on budgetary matters, the Governor often becomes the final arbiter of the legislative product. Community college teachers received a vivid illustration of this last year, when Governor Bill Clements cast a veto of over $45 million for health insurance premiums—money that had to be quickly replaced at the local level. We thought it would be interesting to ask Governor Clements about that decision, as well as several other timely issues affecting community colleges. The interview was conducted August 10, 1988, in the Governor's office by TJCTA State President Larry Shirts and Legislative Committee Chairperson Scott Nelson.

MESSENGER: We appreciate the opportunity to come and talk with you.

CLEMENTS: I'm delighted to help.

MESSENGER: As we all know, the last several years have been tough on this state, as a lot of new challenges have presented themselves. As we read the news, at least from our perspective, it seems that things are getting a little bit better statewide, in terms of the business climate.

CLEMENTS: They are.

MESSENGER: What we are obviously interested in is where this leads us in the future for higher education in general and community colleges in particular.

CLEMENTS: Well, you have raised such issues as the economy; you've talked in terms of junior colleges; and then you've talked in terms of higher education. We could spend all afternoon talking about those three subjects. I really thought that you were here to talk about junior colleges.

MESSENGER: That is indeed exactly why we are here.

CLEMENTS: Let's narrow the focus, shall we?

MESSENGER: In terms of community colleges, where do we fit into the higher education picture?

CLEMENTS: Well, junior colleges are an extremely important part of our educational system in the State of Texas. I have long, long been an advocate of junior colleges. There are certain people who will probably have a terminal education in junior colleges. And they know it, and they go there for a specific or predetermined purpose, and they do their either one or two years and then they leave. They leave the educational cycle and they go into the workplace. And that's as it should be. On the other hand, there are those who use the junior college as a stepping stone to higher education and go on and get a terminal degree at the Bachelor level; but then a good many of them, a smaller fraction of course, go on and get their Masters' and even their Doctors' degree, but they start in the junior college system. I have always felt that our Texas junior college system was exceptional. I have felt that—and I may be mistaken about this—it was second only to California's in this regard, and I can remember when I was in school that there was much discussion that we were trying to pattern our system after what was taking place in California. And I think in a large measure, we've done that, because California was way ahead of us in the formation of a junior college system. There's nothing wrong with that. You know, it's a very nonresponsive system that can't see that something outside is better than what you have, and follow that pattern; and I think in a measure, that's exactly what we did. I really don't know in any great detail about the present Texas junior college system as such, but I have watched with great interest what's happened in Dallas with that system; and, of course, it probably is as good an example as there is in the state of a junior college system that has certainly succeeded. I remember vividly when they first started talking about that system and they started building six campuses at one time, I think the people of Dallas—and certainly I was one of them—just couldn't quite focus on their goals. I'm very honest about that. I voted for it, as did the people of Dallas, because it was in a bond issue and they had to have a vision of what it might be, but they weren't following any particular pattern. They were kind of plowing new ground for us in Texas. But they started out and they built six of those campuses—as I recall it was six. And they now have over 40,000 students. I think it's the largest system in the state, isn't it?

MESSENGER: Yes.

CLEMENTS: And highly successful. It's something that Dallas can take immense pride in. So I have been indoctrinated, so to speak, with a real success story there in Dallas County. And I am a strong, strong advocate of the junior college system, without any particular prejudice about either terminal, or continuing, or even going on as a starting point for a doctorate degree. So I strongly support the junior college system and all that you're trying to do.

MESSENGER: Well we're pleased, and not surprised. One of the obvious things that has concerned and disturbed a lot of our members has been the problems with revenue in the last several sessions, most particularly in the last one. The veto for health insurance benefits was quite upsetting.

CLEMENTS: That's understandable.

MESSENGER: What we'd like is for you to share your thoughts about that particular act and what it means.

CLEMENTS: Well, I think that in the crunch that we were experiencing, we were looking for almost any source that we might find to ease our pain, as far as that squeeze on our budget was concerned. It was a painful process for us to have to raise taxes like we did. It was certainly against my philosophy and against my basic nature to go through that exercise, but I would

"In all likelihood the cut that we made on the junior colleges will be restored."

remind you that we were faced with a $1.2 billion deficit, which we should never have had, but we did. And then in the midpoint of the session we were confronted with a $700 million cash shortfall, according to Mr. Bullock—and he was correct. I don't question that it was there, and we have subsequently proved that it was there. So we were having to make up the deficit and the cash shortfall, and in that process we made some cuts that, first of all, were painful. We didn't want to make the cuts that we did, and in some cases those cuts were what I would call misguided. Perhaps we shouldn't have done them. Hindsight is always better that foresight—it's 20/20. So I would say to you that in all likelihood I will support—in all likelihood—that cut that we made on the junior colleges will be restored.

MESSENGER: That's very encouraging. As I'm sure you know, it had a rippling effect in so many ways in our districts. They were forced to turn to local revenues. They often had to either raise taxes, cut faculty salaries or freeze them, or reduce raises below the cost of living.

CLEMENTS: I understand.

MESSENGER: Under your new budget execution authority, is there any possibility that you would consider shifting funds to alleviate those dislocations *prior* to the session?

CLEMENTS: I don't want to answer that in an offhand way. That would take a very careful study on my part, going back into our budget section and discussing it with both the Speaker and Lieutenant Governor and determining again through certification of Mr. Bullock's office exactly where we are with our cash flow in the overall budget period, which runs through 1989 as you know, and just have a whole review of that process and see where we are before I'd want to make a comment. If we can afford it—now I want to underline that—if indeed we're going to end up with something that would appear to be a very good cash balance at the end of the fiscal period, I would not be averse to doing that. But I do need to consult with these other people, and I don't want to leave you with the impression that I'm advocating it, but I'm willing to study it—that's the proper viewpoint. We're making good progress, and it would appear—I can only tell you the same figures you get from Mr. Bullock's office—that if everything continues to move in the right direction as it appears to be doing, we may end this fiscal period with a surplus in excess of maybe $200 million, something like that. It's rather tenuous at this point, but at the same time it's very favorable. We'll pay off our deficit, we will have cured our cash flow problem, and at the same time end up with what might be a surplus. If we do, and if we can harden those forecasts and all, I'd be willing to reopen the question through budget execution.

MESSENGER: Very good. An issue that is quite different from budgetary questions, although it's related indirectly, and one that also is of great concern to many of our members, is the expansion of existing upper-division institutions which offer 300- and 400-level courses, downward to also include freshman and sophomore classes. The concern that we have is that many of these institutions—perhaps these days most prominently in South Texas like Corpus Christi State—are very interested in becoming free-standing, four-year institutions. We have, for instance, in that same city a quality two-year school, Del Mar College, that has provided a high level of education to area residents, as well as others throughout the state, for many years. There is a good deal of talk of this kind of thing in other parts of the state as well, but South Texas is where it's most obviously occurring right now. Do you have any thoughts on that basic issue, in terms of the philosophy of it?

CLEMENTS: I think that this is an open question that has not in any sense been resolved at this point. I've heard these same rumors, but rumors won't cut it. I can assure you that we are not going to go forward without a firm, solid recommendation from the Coordinating Board, and as I understand it this has not been before the Coordinating Board at this point; and I have also heard indirectly that there are some members of the Coordinating Board who are very much opposed to this sort of thing. So all I can tell you at this point is that we're studying the problem, we will continue to study it, we will continue to listen to the various interested parties, but until we have some kind of an agenda item in the Coordinating Board, where it becomes an active question, I'm just listening; I'm not taking a position.

MESSENGER: What we find, Governor, is that in these communities, the economic sector generally favors four-year institutions.

CLEMENTS: Who?

MESSENGER: Well, groups such as the Chamber of Commerce, for instance.

CLEMENTS: Well, I'd say in a general statement that we're fortunate in this state that the Chambers of Commerce are not really making these decisions; the Coordinating Board is. [We'll wait] until it gets to the point of the Coordinating Board and they have time to judiciously—and that's the key word here—consider this kind of an issue. At the same time they would be studying it, I would be studying it. I'm not going to take a precipitous position in regard to this situation. I'm listening at this point, that's all.

MESSENGER: We often try to provide statistical information about the educational needs of entry-level people, the kind of statistics that anybody who is interested in public policy in Texas from a purely educational perspective would want to see. But what we find in these communities is that they want four-year institutions for economic reasons or bragging-rights or

“In this state the Chambers of Commerce are not really making these decisions.”

whatever. Often the students don't get mentioned very much in the process.

CLEMENTS: I think I've made all the comment I intend to make.

MESSENGER: One of the other issues that is always a concern of ours is the status of our retirement system. Many of our members are involved in the Texas Teacher Retirement System. Others are with an Optional Retirement Program. There has been a tendency in past sessions to view the funds in that system as perhaps a way to alleviate some of the budgetary problems. Do you have a particular feeling about that as an option in the coming session?

CLEMENTS: My understanding is that within certain minimum and maximum limits, that number that is contributed is the function of an actuarial review, and within those limits it floats up and down, depending on the actuarial recommendation done by outside experts. Certainly, it's not done by the Legislature, it's not done by the Governor's office, and it's not done by the teachers. It's done by outside experts who make a profession of this sort of thing. I know that it will be under review, as it always has been, at least as long as I've been Governor. And I don't remember a single budget that was ever put together where that was not considered. You know, actuarially, what is the right number? So what are you asking?

MESSENGER: We're mainly just interested in your support for the actuarial soundness of the Retirement System.

CLEMENTS: Absolutely. That's the law, as it is presently written. And I think it's a good law. And you have a band in here as to what is actuarially sound in the system that you can review at any point. You can always to back at any time and look at the fund and say, actuarially where are we now? You might not be able to get that answer immediately, but I am sure that that is a program that is in the computers and would be a relatively easy number to come up with over a course of maybe 48 hours. I don't think the Legislature—or certainly this office—has any intention of not keeping that fund actuarially sound.

MESSENGER: Again, we're not surprised, but pleased to hear you say that. When you left office in your first term, the level of state support for two-year schools was somewhere around 65 percent of the total outlays of those colleges. Today, it's closer to 52 or 53 percent as we understand it. There seems to be a shifting of responsibility financially from the state down to the local level, often through increased local taxes. Is that a trend that you would anticipate continuing?

CLEMENTS: I would. These things are all relative, but certainly in a measure, the closer the junior college system is to the community, in my judgment, it's going to be that much better. As I understand the mission of a junior college, it's to do several things. It is to prepare some of those students for careers, whatever career that may be, whether it's in nurse training or pre-med or it may be in some kind of vocational training. I know that in Dallas, the junior colleges have been a tremendous asset in preparing citizens from the Dallas-Fort Worth metropolitan area for corporate structures that are coming into the area, to prepare for them their future employees, on a curricula that reflects what those needs might be. And it's a very good purpose. And that changes from community to community, so the community itself has the best sense of what is required in that regard. Then, of course, it has another purpose. It has a purpose of preparing certain students for higher education. And again, it fulfills that mission, in my opinion, in a very good way. In the Dallas area where there are several major universities, it prepares students to enter into those academic centers and carry the load. Some others are there for academic subjects that have nothing to do with the workplace as such. These interests can take many forms, in literature, or whatever, music, and so forth. And that's a good purpose. These are, in general, students who are somewhat older than what you might normally think of as the usual college student. So I strongly support all these different facets that you normally don't think about when you say junior college. I think it serves a great purpose for our state.

MESSENGER: But in terms of the funding mix, you would anticipate a continuation of this trend toward more and more reliance upon local taxes?

CLEMENTS: I sure do. The best education and the tax dollars that support that education can best be attributed to those local people who understand their needs the most and have the highest degree of interest in the situation. I think, in other words, a decentralized system is far, far more to be preferred. Then these various purposes, which are really in a way not related to each other, can be better fitted to the local situation when you have the most local control. I really believe that.

MESSENGER: So that would be at least one difference between the California approach you mentioned earlier and what you see as the proper one for Texas—because their system is much more centralized.

CLEMENTS: It could be. It could be. No one ever told me the California system was perfect. Maybe we can improve upon it.

MESSENGER: One of the problems we face is that we carry, in terms of entering students, around three-fourths of all first-time students.

CLEMENTS: Regardless of who they are?

MESSENGER: Exactly. And two-thirds of all freshmen and sophomores are in our classes too, and we provide a tremendous amount of introductory education.

CLEMENTS: What's the total population of junior colleges in Texas?

MESSENGER: 328,896. That's 63 percent of all college freshmen and sophomores and 41 percent of all students in higher education. So we do serve a sizeable component of higher education. What we are leading to was the fact that we are facing, in the very near future, the implementation of a testing program that is designed to identify deficiencies in basic skill areas. All incoming freshmen must take it, starting next year. Those who come up deficient will be forced into remediation to correct the problem. This is true, whether they first come to us or, perhaps the University of Texas. We're concerned about what this will

"I'm proud of our junior college system. I want to see it prosper."

mean. The students will eventually have to pass the exams before they can enter junior level courses. We support the concept of remediation. In fact we're the basic source of that kind of training. But one of our concerns is, for instance, that the test will cost the student $24 each time he or she takes it.

CLEMENTS: So they have to pay to take the test.

MESSENGER: Yes. And if they fail, they'll have to take remedial courses.

CLEMENTS: Remedial courses meaning non-credit?

MESSENGER: Right. The Coordinating Board has requested *some* funds to help defray the costs. What we're mainly concerned about is the impact on those students who don't pass the test. Many estimates of the failure rate exceed 50 percent—higher than that in some parts of Texas. We're worried about proper funding and support, since we service so many of the first -time students.

CLEMENTS: I don't really have a response. I didn't realize that this was pending.

MESSENGER: The first exam will be given in March—this coming March. We often find that many of our own people don't know about this either. There is a grandfather clause that permits students who have enrolled by fall of 1989 who have enrolled for three hours to be exempted. Obviously, we might anticipate a big summer enrollment next year. But more importantly, what does this mean for the students who can't pass the test? Where do they go?

CLEMENTS: I'm going to give you a quick reaction, because I really haven't studied this particular issue. It's possible that, depending upon the type of test, whether it goes in the direction of the normal, what I call academics, or whether it goes on the training side, would be extremely important. And if it goes solely to the academic side, you may eliminate an awful lot of students who are now in your junior college system, who are there for what I would call job training, which is not directly related to academics *per se*. Again, we reach a fork in the road here, where a person might be going into an automobile factory or aircraft plant or something like that, which might require what I would call manual skills of some nature, versus the student on the other side who is basically taking college entry courses to go into pre-med or pre-law or some of the sciences or engineering or whatever. And their thrust in your system is going to be totally different. And I would hate to see such an examination be discriminatory to either one of these paths. I think you would lose part of your purpose if that were so.

MESSENGER: The three main batteries of tests include reading, writing, and mathematics. Beyond that, we understand they are still working it out. The Coordinating Board has been careful to include faculty and other interested parties on the various consulting committees. We are talking about a test here that's going to have a major impact on all of higher education, but given the number of first-time students that we get, we're going to feel it most acutely.

CLEMENTS: I think you'll need to keep us informed as to the progress that is being made and the direction it appears these tests are taking. In the sophistication of modern business, like in a modern factory, the kind of skills that are needed, where you do indeed have to read a gauge, you have to monitor certain pieces of equipment and so forth, in a semi-automated sense, it's imperative that you can, as the saying goes, read and write. If you can't do that, why, you *should* have remedial work. But when you get into math, my question is what *kind* of math—at what level? If you're talking about advanced algebra, that's one thing. If you're talking about simple arithmetic, that's quite different. So we need to know more about the direction in which we are going with this test. I would hate to exclude those high school graduates who are seeking some kind of skills that would enable them to go into a factory, like a defense factory or domestic steel plant or whatever. We must not deny them the opportunity to become literate. That would be a terrible thing. And the junior college system would be doing a great injustice to our society.

MESSENGER: Any predictions for the next legislative session?

CLEMENTS: We've turned the corner as far as our budget cycle is concerned, there's no doubt about that. The question now is to what degree have we turned the corner. Our projections from Mr. Bullock's office point to plus or minus a $200 million surplus. I know some members of the Legislature who think it will be more than that. I also know some members who think it will be less than that.

MESSENGER: So we can tell everyone that everything's looking great and we're all going to get everything we need, right? [*Laughter.*]

CLEMENTS: Nobody ever gets what they think they need, but I do see a much rosier picture than we had a year ago. Our economy has turned around. Our Gross State Product is up, our unemployment rate is down—we're now down below 7 percent for the first time in about three years. So we have indeed turned the corner, there's no doubt about it. It's too early to tell many more specifics about the next two years after the current budget cycle. We're going to have to predicate our budget on our revenue stream, what's happening on the tax side. You can't separate these two things. I can assure you that as your Governor, we are not going to be in a position of borrowing on our future or raising funds from sources that don't make sense. We're not going to do that.

MESSENGER: A couple of times in your first term you said that community colleges were the best bargain the State of Texas gets. Do you still feel that way?

CLEMENTS: I do. I sure do. I think that our junior colleges offer a wonderful opportunity for our young people to further their education, whatever route it may take, and to prepare themselves for a bright future, meaning a job future. I'm proud of our junior college system, I support it, and I think it's a very, very important part of what we're all about in the State of Texas, and I want to see it prosper.

MESSENGER: Thank you, Governor, for letting us come in and talk with you.

CLEMENTS: I enjoyed visiting with you.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

POSITION STATEMENTS

Following are the texts of ten Position Statements on issues of concern to Texas community junior college educators. The statements were produced by the TJCTA Professional Development Committee, unanimously adopted by that committee, endorsed by the TJCTA Executive Committee—also unanimously, and, finally, approved by the general membership in the association's conventions in 1981, 1982, 1983, and 1986. The statements thus became formal expressions of the organization's membership on the vital topics they address.

ACADEMIC INTEGRITY

(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of academic integrity for years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We fully accept the responsibility of college teachers to establish and maintain standards of excellence in the courses they teach.

2. We recognize the need for consistency and fairness in the evaluation of student performance.

3. We fully recognize the need to maintain public confidence in the academic integrity of our colleges.

4. We know that inflated grades have cheapened value, and therefore we strongly affirm the need to strengthen and preserve credible measures for evaluating student performance.

Operational Elements

The separately constituted and governed members of this Association may choose to implement these principles in different ways. This probable diversity stems from differences among institutions in the State. Examples of possible approaches include the following:

1. Each member of this Association should support and encourage excellence in teaching and learning in his or her institution.

2. Each teacher should continually evaluate the teaching and learning in his or her courses.

3. Each institution should maintain an awareness of academic aptitude levels for each entering freshman class and share that information appropriately with its teachers.

4. Each institution should establish and vigorously uphold reasonable and responsible standards of academic performance for students and teachers.

5. Each institution should adopt adequate procedural safeguards for grade appeal which are explicitly stated and appropriately published.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic integrity. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which evaluation of student performance is conducted.

STUDENT RECRUITMENT AND INSTITUTIONAL INTEGRITY

(Adopted March 6, 1981)

Statement of Principles

The principles enumerated below have been among the cornerstones of institutional integrity for some years. We reaffirm them here to provide a fuller view as an Association of our beliefs and expectations for the future.

1. We recognize the legitimate interest of a college in defining clearly its mission and services and in identifying the people it serves and those it might serve in the future.

2. We recognize also the inseparable relationship among adequate enrollment, fiscal solvency, and institutional survival.

3. We acknowledge that possible solutions to the problem of declining enrollment should be carefully considered and implemented only when consistent with behavior which is ethical and appropriate for higher education.

4. We know that lowering academic standards or relaxing degree requirements for the purpose of increasing enrollment is not in the interests of the public or our profession.

5. We believe that institutions should refrain from engaging in undignified competitive practices in recruiting students which jeopardize the credibility of all institutions and higher education itself.

6. We ask each member of the Association to support the commitment to offer the highest quality education to our students. The most effective promotional and recruitment activity of any college is, after all, good teachers teaching well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the growing competition for students. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student recruitment is conducted.

STUDENT RETENTION

(Adopted March 6, 1981)

Principles

With an anticipated decline in enrollment, greater emphasis is being given to retaining students. The principles enumerated below have been among the cornerstones of instructional integrity for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We believe that any student retention policy should be aimed at educational accomplishment rather than merely holding students for fiscal reimbursement by the State.

2. We believe that academic standards must not be lowered to retain students.

3. We believe that all components of a college, *not just teachers*, are responsible for student retention.

4. We accept the responsibility of college teachers to encourage and assist students in the completion of any college work undertaken.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. Examples of possible approaches include the following:

1. Teachers should strive to help each student reach his or her potential as a scholar and as a human being.

2. Administrators should strive to schedule classes at appropriate hours, provide adequate facilities, and maintain reasonable class size.

3. Support Services personnel should strive to meet student needs and requirements with efficiency, dispatch, and compassion.

4. Maintenance personnel should strive to maintain physical plant conditions which enhance teaching and learning.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding student retention. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student retention is sought.

ACADEMIC MARKETING

(Adopted March 6, 1981)

Some colleges are considering academic marketing as a solution to the problems of declining enrollment and financial pressure. Academic marketing refers to the application of business marketing techniques to identify, attract, and satisfy students.

Principles

The Texas Junior College Teachers Association urges that in all college marketing efforts great care be taken to preserve the special nature of the educational enterprise. Not all business practices can be—or should be—adopted by educational institutions. While the future of any college depends on its ability to attract and retain students, any possible solution to the problem of declining enrollments, including academic marketing, should be implemented only when appropriate for higher education and when consistent with academic integrity.

1. Special care should be taken in the use of outside consulting firms which may not be sensitive to the unique nature of the enterprise of education. Excessive use of business terminology (*e.g.*, "selling our product," "the educational market place") is inappropriate and misleading to ourselves and to our students as to the role of education.

2. Lowering academic standards and revising curricula for the purpose of relaxing degree requirements to increase enrollment cannot be defended.

3. An institution should not pretend to market what it does not or cannot provide. For example, remedial students should not be promised their needs can be met if no programs exist for them.

4. Marketing efforts should be weighted initially toward retention rather than recruitment.

5. Educational marketing is the responsibility of the entire college, not any single entity of it. Faculty evaluation, therefore, should be based on the *quality* of teaching, not just the number of students or contact hours generated.

The best marketing procedure for any college is to offer its students the highest quality education; the best marketing activity of any college teacher is to teach well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic marketing. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures for academic marketing.

FACULTY DEVELOPMENT LEAVE

(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and professional growth for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Public two-year colleges in Texas may grant leaves of absence for professional development with pay., *Vernon's Texas Civil Statutes, Texas Education Code, Chapter 51, Section 51.105(a).*

2. The community junior colleges of the State should define professional development to include leave grants for carefully selected professionals whose endeavors could not be attempted if such grants were not available.

3. Professional development leaves benefit the individual recipients, their communities, their institutions, their colleagues, and their students.

4. At no time should the quality of teaching suffer due to the absence of teachers on professional development leaves. Leave grants must be subject to the availability of quality replacements.

Operational Elements

For those colleges functioning on critically tight budgets, only those leave grants which involve no additional expense may be feasible. An occasional leave grant which does not increase the college's operating budget may be preferable to no leave grant program at all.

Colleges should consider allocating professional development funds to include leave grants. The leave grant programs themselves may generate monies for the professional development budgets because in those instances in which colleges save money by granting leaves, the savings can be channeled into their professional development budgets.

Examples of possible approaches include the following:

1. The faculty member on faculty development leave may be paid one-half of his or her nine-month salary while the college retains the other half plus any Social Security contributions for that amount, if applicable.

2. A faculty member on professional development leave may be revitalized professionally for a semester or a year while retaining all or partial income benefits. Faculty development leaves may be granted for study, research, writing, consultation, work in industry, or other appropriate purposes.

3. The instructional cost differential obtained through the use of temporary or part time teachers in replacement of the faculty member on leave may enable the college to avoid any additional expense in providing for paid faculty development leave.

Communication of these principles and operational guidelines is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development leave with pay. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty development leaves are sought.

DISCRETIONARY COMPENSATION

(Adopted February 19, 1982)

Principles

Because the issues in discretionary merit pay have a direct bearing on the lives and well-being of our members and all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed here by the Association in regard to compensatory procedures to provide a fuller view of our beliefs and expectations for the future.

1. We fully accept the relationship between work performed and compensation received.

2. We seek supervision and evaluation which ensure the best professional teaching as a public service.

3. We recognize in principle that incentives may strengthen morale and encourage imaginative and energetic teaching.

4. We affirm, however, that merit incentives involving compensation for teaching effectiveness should be implemented *only* with approval and willing cooperation of the teachers affected by them.

5. We affirm that merit pay cannot in *any* instance substitute for the priority of adequate faculty salaries. Neither can it replace good facilities, satisfactory working conditions, nor effective supervisory services as conditions for high faculty morale.

6. We affirm that the use of discretionary merit pay is improper and unethical as a means of coercing allegiance to an administration or of infringing upon the right of a teacher to speak the truth as he or she sees it.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. However, where discretionary merit pay is an acceptable form of incentive to teachers, we assert the following guidelines as necessary and proper to reduce unprofessional rivalries and divisiveness:

1. A faculty should participate in the creation of any merit pay policy under which they work, including the drafting of the definition of merit and the methods and criteria used to identify it.

2. The criteria for the awarding of merit pay should be well-defined, well-publicized, and clearly understood by all groups affected by them.

3. A merit pay policy must be directed at describing a teacher's performance of his or her duties, not the teacher's popularity with the college administration or his or her students, nor the number of students enrolled in the teacher's classes.

4. Merit determinations are a form of employee evaluations and inevitably involve some judgment and subjectivity. Therefore, the administrators of a merit pay policy must be held accountable for the administration of a policy in a manner that is both fair and uniform to all teachers. Procedures for appeal and periodic review by faculty committees are forms of administrative accountability.

We hope the communication of these principles and operational guidelines leads to greater understanding and constructive dialogue about the important issues surrounding discretionary compensation. We stand ready as an Association to work with all interested groups in discussion of the policies and procedures under which merit pay is sought.

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ACADEMIC FREEDOM AND RESPONSIBILITY

(Adopted February 19, 1982)

Academic Freedom

Texas community junior colleges, like all other institutions of higher education, serve the common good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute our position on academic freedom:

1. Faculty members of Texas community junior colleges are appointed to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher's right to teach preserves the student's right to learn.

2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities which should reside primarily with the faculty: planning and revising curricula, selecting textbooks and readings, selecting classroom films and other teaching materials, choosing instructional methodologies, assigning grades, and maintaining classroom discipline.

3. Faculty members of Texas community junior colleges are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.

4. Prior restraint or sanctions should not be imposed upon faculty members of Texas community junior colleges in the exercise of their rights as citizens or duties as teachers. Nor should faculty members fear reprisals for exercising their civic rights and academic freedom.

5. Faculty members of Texas community junior colleges have a right to expect their governing boards and administrators to uphold vigorously the principles of academic freedom and to protect their faculties from harassment, censorship, or interference from outside groups and individuals.

Academic Responsibility

The academic freedom of Texas community junior college faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their institutions, and their communities. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members of Texas community junior colleges should be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.

2. Faculty members of Texas community junior colleges are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, should attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.

3. Faculty members of Texas community junior colleges recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.

4. Faculty members of Texas community junior colleges recognize that the public will judge their institutions and their profession by their public conduct. Therefore, faculty members should always make clear that the views they express are their own and should avoid creating the impression that they speak or act in behalf of their employing institutions or of their profession.

FACULTY RENEWAL AND DEVELOPMENT PROGRAMS

(Adopted February 25, 1983)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and development programs for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and performance.

2. Faculty members also recognize that excellence in teaching requires more than competence in their disciplines. They know that teaching excellence is enhanced when faculty members have opportunities to renew themselves emotionally and physically as well as academically.

3. Faculty members, therefore, are concerned with a wide range of activities which promote the values and sensitivities that support classroom instruction.

4. Faculty members and their institutions share an equal responsibility for faculty renewal and development. Faculty members must assume the initiative for their own development; institutions must provide the incentives and rewards.

Operational Elements

Faculty renewal and development programs—including faculty grants, stipends, developmental leaves, and sabbaticals—can be prudent investments of the resources of institutions in the integrity of instructional programs, and a demonstration of continued commitment to the well-being of faculty. In return for the investment, institutions benefit from stronger instructional programs.

The separately constituted and governed institutions of the state may choose to implement these principles in different ways in the operation of faculty renewal and development programs. However, we assert the following elements as necessary to ensure orderly and productive faculty renewal and development programs.

1. Institutions should provide adequate financial incentives for faculty renewal and development.

2. Faculty renewal and development programs should provide financial support to faculty members for improving the quality of the instruction; for enhancing instructional strategies; for continuing to reevaluate and redesign curricula; and for special opportunities for research which promise benefits to students, teachers, and institutions.

3. Faculty renewal and development programs should be based upon a stated philosophy or rationale. These programs should clearly state eligibility requirements, define guidelines for application, and ensure equitable treatment for all applicants.

Communication of these principles and operational elements is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development programs. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures which promote increased interest in faculty renewal and development in the Texas community junior colleges.

EVALUATION OF FACULTY PERFORMANCE

(Adopted February 25, 1983)

Principles

Because the issues in the evaluation of faculty performance have a direct bearing on the lives and professional security of all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed by the Texas Junior College Teachers Association.

1. Evaluation of faculty performance should take place under policies which declare an institution's values regarding instruction and which make clear its expectations of teachers.

2. No single effective model for faculty evaluation can accommodate the diversity of Texas community junior colleges.

3. The development and implementation of a faculty evaluation policy must be the shared responsibility of both faculty and administration. A policy must ensure that no faculty member be subject to an evaluation characterized by unilateral judgments based upon insufficient data and casual procedures.

4. The criteria for evaluation should be diverse, broadly based, clearly stated, and disseminated to faculty. The procedures for applying these criteria and the time schedule for the evaluation process should be specified.

5. Successful faculty evaluation depends upon open, mutually receptive communication between those who are evaluated and those who evaluate.

6. Evaluation of faculty performance inevitably involves judgment and subjectivity. Therefore, the administrators of an evaluation policy should be judicious in recognizing the complex nature of teaching, the broad range of effective teaching styles, and the variety of teaching methods. Procedures for the appeal of the results of evaluation and periodic review of evaluation policies by faculty are necessary.

7. Evaluation policies must recognize the concepts of academic freedom and responsibility and must provide for due process whenever grievances arise.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the evaluation of faculty performance. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty evaluation is conducted.

STUDENT CONDUCT AND DISCIPLINE

(Adopted February 13, 1986)

To provide for the safety and security essential for effective learning and to guard the rights of students, faculty, and staff, the Texas Junior College Teachers Association affirms that each Texas community junior college should:

1. Acknowledge its obligation to assure the safety of students, faculty, and staff in all college related matters whether on or off campus.

2. Adopt a student disciplinary code clearly stated and rationally related to the goal of assuring a safe environment for students to learn and teachers to teach. The student disciplinary code should include at least the following elements:
   a. A statement of purposes for the code;
   b. A partial list of actions, whether committed on or off campus, which will render a student subject to disciplinary action;
   c. A list of authorized disciplinary actions that may be imposed upon a student;
   d. A detailed statment of clearly defined procedures which will be followed when a student is alleged to have violated campus regulations;
   e. A statement of further actions which may be taken by the college district.

3. Actively seek criminal prosecution for actions by students and non-students which violate federal or state criminal laws and initiate appropriate civil litigation for the recovery of damages.

4. Provide adequate legal assistance for employees involved in litigation resulting from actions on and off campus directly related to fulfilling their duties to the college.

This statement is intended to promote understanding and constructive dialogue concerning student discipline and the rights of students, faculty, staff, and trustees of community junior colleges in Texas. As an Association we stand ready to work with all groups in discussion of student discipline policies and procedures.

FINANCIAL EXIGENCY, REDUCTION IN FACULTY, AND PHASING OUT PROGRAMS

(Adopted February 19, 1987)

Principles

Because a substantial number of Texas community junior colleges have no contingency plans for an orderly change in philosophy, mission, significant decreases in enrollment, or *bona fide* financial exigency requiring a reduction in faculty, the Texas Junior College Teachers Association affirms the following principles:

1. A policy for financial exigency, reduction in faculty, and/or the phasing out of institutional programs must provide for the fair and equitable treatment of all faculty involved.

2. Faculty representatives should participate in the development of a policy affecting so fundamentally their professional careers and economic welfare.

3. A policy providing for the termination of employment should include at least the following:
   a. A definition of financial exigency as well as the conditions which necessitate a reduction in staff or phasing out institutional programs.
   b. A statement of objective criteria for reduction in staff.
   c. A statement of orderly safeguards allowing for appeal and protecting rights of due process as provided for in *Policy Paper I*, Appendix II, Coordinating Board, Texas College and University System.
   d. A statement of methods and procedures for determining benefits and benefit periods for faculty affected by reduction.
   e. A statement of methods and procedures for reemployment of faculty.

Operational Elements

Before implementing a plan for financial exigency, reduction in faculty, or phasing out programs, an institution should:

1. Provide faculty affected by reductions with appointments in related areas, provided they are qualified professionally to teach in such areas and such positions are available.

2. Provide reasonable notice to faculty permitting them to acquire qualifications to accept appointment in related teaching fields or disciplines where positions are available.

3. Offer the option of early retirement to full-time faculty.

4. Reduce part-time faculty in disciplines or programs in order to retain full-time faculty. Full-time faculty status should always take precedence over part-time status where qualifications and assignments are similar.

5. Offer options which will maintain full-time faculty status but redefine the terms of employment. Such options might include a reduction in the workload with a proportionate reduction in compensation or an increased base workload.

The Professional Development Committee of the Texas Junior College Teachers Association stands ready to assist any institution or any faculty organization in the development of a fair and equitable plan for financial exigency, reduction in faculty, or phasing out of institutional programs based upon these principles and operational elements. This assistance may take the form of consultation with the Committee (or its representatives) and/or making available specific model policies through the State Office of the Association.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

CODE OF PROFESSIONAL ETHICS

(Adopted April 1, 1977)

Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order more adequately to express the affirmation of our professional responsibilities, we the members of the Texas Junior College Teachers Association do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues* and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the rights and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

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*In this Code the term "colleague" refers to administrators, teachers, non-academic personnel, and any other persons employed by colleges in the educational enterprise.

Following is a policy statement clarifying the Association's practices and procedures in handling grievance matters. The statement was adopted by the TJCTA Executive Committee in its meeting December 4, 1987.

TJCTA Legal Assistance Philosophy and Procedures

The Texas Junior College Teachers Association is committed to the principles of academic freedom and due process of law. If a member of the Association feels that he or she has been dealt with in an unlawful manner, the member will be provided access to the best information available concerning academic defense issues and grievance matters. Further, after evaluating the specific circumstances in the case, the TJCTA Executive Committee might refer the matter to the Association's attorneys for additional consultation and assistance, at no personal cost to the member.

During the past three years, TJCTA members from more than 30 colleges have received legal assistance at Association expense. The nature of that assistance has ranged from a single telephone consultation with an Association attorney to the filing of a lawsuit in a federal court. More than $60,000 of the Association's resources have been expended for investigation, consultation, and representation in various grievance matters.

Given TJCTA's limited financial resources and the high cost of providing expert legal assistance, it is important that the legal merits of each case be carefully examined and objectively assessed. It is important, also, that each member requesting assistance understand both the Association's philosophy on legal assistance and the manner in which individual cases are evaluated and processed.

Most grievance cases can—and should—be resolved without resorting to formal legal action. TJCTA's State Office stands ready to act as an interested, but detached, "third party" to disputes and to assist all concerned in establishing the facts, clarifying legal principles and generally accepted practices, and offering informal advice regarding possible resolution of issues in conflict. The aggrieved member should realize, however, that many grievance cases involve treatment of faculty which might be patently unfair and unreasonable, but which is not necessarily *unlawful*. In such cases, TJCTA may be able to serve as an informal ombudsman and advocate on behalf of the member's interests. As a practical matter, though, obvious limitations of resources do not permit the Association to pursue such cases in the legal arena when it appears that no *legal* remedy exists.

Grievance cases which are determined to involve substantial legal issues will be referred to the Association's attorneys for written opinions and possible legal action. In accepting referral to TJCTA attorneys, the member gives consent for the attorneys to share their opinions and analysis of the member's case with Association officials. The Association relies heavily upon the advice and recommendations of its attorneys who are recognized experts on school law and teachers' rights. Understandably, the services of such specialists are costly, and the expense related to legal proceedings will normally be incurred only when a case is determined to have legal merit. Additionally, it has been found that a member's interests are not well-served if the member is receiving legal counsel from two or more different law firms or advocacy organizations. Thus, if a member decides to seek a second opinion (from other attorneys or another organization), the member is obligated to inform the TJCTA State Office of that intention, in which event the Association and its attorneys reserve the right to withdraw from the case.

After an evaluation of the case has been completed by Association attorneys, the TJCTA Executive Committee will determine whether or not any further legal action is warranted. If a decision is made to pursue the matter further, the Association's attorneys will be in control of the case, determining the nature of the action to be taken. Legal fees incurred will be borne by the Association. In the event the member's legal expenses are subsequently reimbursed (*e.g.*, from insurance policy payment or monetary settlement) or if the member is awarded monetary damages, the member may be required to reimburse TJCTA for expenses incurred up to the limit of the payment received by the member.

If a member is not satisfied with the manner in which the case has been handled, that dissatisfaction should be expressed directly to the TJCTA Executive Committee by summarizing the complaint in writing.

The Association has earned a reputation for fairness, discretion, and effectiveness in assisting its members in grievance matters. Consistent with the philosophy and procedures outlined above, the Association stands ready to provide its members with informed counsel and advice about their specific circumstances while maintaining high standards of professionalism and confidentiality.

1989 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1989 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Lester E. Palmer Auditorium and the Hyatt Regency hotel in Austin. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 16, 1989

9:00 a.m. - 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 - 4:00 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
7:00 - 7:30 p.m.	—Informal Reception
7:30 - 9:00 p.m.	**—BARBECUE AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 17, 1989

7:30 - 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	—Convention Registration
8:00 a.m. - 5:00 p.m.	—Exhibits Open
8:00 a.m. - 5:00 p.m.	—Polls Open (Election of Officers)
9:00 - 10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
11:00 a.m.-12:30 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	**—SECOND GENERAL SESSION**
4:30 - 6:00 p.m.	—Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 18, 1989

8:00 - 11:30 a.m.	—Convention Registration
8:00 - 11:30 a.m.	—Exhibits Open
9:00 - 10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	—Section Meetings for Remainings Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon - 3:00 p.m.	—Special Meetings (to be announced)

SECTION CHAIRPERSONS FOR 1989 CONVENTION

Forty-eight individuals will have primary responsibility for planning and arranging programs for their respective section meetings during next year's TJCTA convention in Austin. Selected by their colleagues during the 1988 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers, arranging field trips, or developing other programs for their sections.

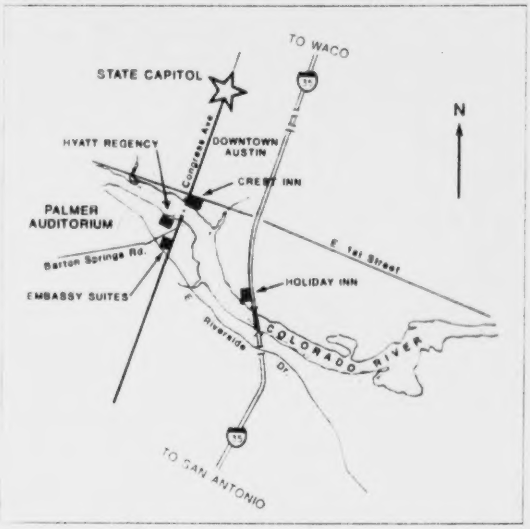
TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agendas and other pertinent materials will be sent to the section chairpersons in early October. Program planning must be complete, and program outlines are due Dec. 1.

Next year's chairpersons and their college addresses are listed below:

Accounting	Billie M. Cunningham, Collin County Community College, McKinney Texas 75069
Aeronautical Technology	Wayne E. (Ed) Eades, St. Philip's College, San Antonio, Texas 78203
Agriculture	Randall H. Williams, Vernon Regional Junior College, Vernon, Texas 76384
Air Conditioning and Refrigeration Technology	Arthur A. Porter, Jr., St. Philip's College, San Antonio, Texas 78203
Art	John Michael Warms, Trinity Valley Community College, Athens, Texas 75751
Automotive Services	Edward E. Hester, Jr., Cedar Valley College, Lancaster, Texas 75134
Biology	Leslie O. Albin, Austin Community College, Austin, Texas 78768
Business Administration	Rajiv Malkan, Lamar University at Orange, Orange, Texas 77630
Chemistry	William R. Miller, San Antonio College, San Antonio, Texas 78284
Compensatory/Developmental Education	Rachel R. Johnson, Tarrant County Junior College–Northwest Campus, Fort Worth, Texas 76179
Cosmetology	Lydia Rebecca Stafford, San Jacinto College–Central Campus, Pasadena, Texas 77505
Counseling and Student Personnel Services	Delbert D. Hooper, Del Mar College, Corpus Christi, Texas 78404
Criminal Justice	Ray K. Robbins, Western Texas College, Snyder, Texas 79549
Developmental Reading	(To be named)
Economics	Howard R. Erdman, Southwest Texas Junior College, Uvalde, Texas 78801
Electronics	Thomas N. Colbath, Austin Community College, Austin, Texas 78768
Engineering Graphics and Drafting Technology	Robert J. Roberts, Bee County College, Beeville, Texas 78102
English-As-A-Second-Language	David A. Ross, Houston Community College, Houston, Texas 77270
English	Patricia F. Archer, Northeast Texas Community College, Mount Pleasant, Texas 75455
Foreign Language	Albert Riusech, Texarkana College, Texarkana, Texas 75501
Geology and Geography	Roberto Garza, San Antonio College, San Antonio, Texas 78284
Government	M. Theron Waddell, Jr., Galveston College, Galveston, Texas 77550
Health Occupations	Ann E. Steele, Austin Community College, Austin, Texas 78768
Health, Physical Education, and Recreation	Susan Lynn Forshaw, Collin County Community College, McKinney, Texas 75069
History	Carol A. Brown, Houston Community College, Houston, Texas 77270
Horticulture	Mark J. Schusler, Tarrant County Junior College–Northwest Campus, Fort Worth, Texas 76179
Information Processing	Mary E. Kohls, Austin Community College, Austin, Texas 78768
Journalism	(To be named)
Learning Resources	Bernard J. Bennett, Blinn College, Brenham, Texas 77833
Mathematics	Anne V. Munn, Grayson County College, Denison, Texas 75020
Music	Marion F. Nesvadba, Tarrant County Junior College–Northeast Campus, Hurst, Texas 76054
Organization of Junior/Community College Administrative Officers	Jim H. Miller, Tarrant County Junior College District, Fort Worth, Texas 76102
Philosophy	Ronald B. Cox, San Antonio College, San Antonio, Texas 78284
Physics and Engineering	Joseph E. Kingcade, Jr., Blinn College, Brenham, Texas 77833
Psychology	Linda G. Montoya, Houston Community College, Houston, Texas 77270
Real Estate	Vaughn Miller, Jr., Austin Community College, Austin, Texas 78768
Registrars	Jack D. Thornton, Tarrant County Junior College–South Campus, Fort Worth, Texas 76119
Secretarial Science	Debra D. Nicholas, North Harris County College–East Campus, Kingwood, Texas 77339
Sociology and Anthropology	Richard E. Miller, Navarro College, Corsicana, Texas 75110
Speech and Drama	(To be named)
Texas Administrators of Continuing Education for Community/Junior Colleges	Albert P. Perez, Austin Community College, Austin, Texas 78768
Texas Association of Community College Chief Student Affairs Administrators	Miles A. Eckert, Odessa College, Odessa, Texas 79764
Texas Association of Junior and Community College Instructional Administrators	Bradford W. Tibbitts, Weatherford College, Weatherford, Texas 76086
Texas Association of Post-Secondary Occupational Education Administrators	Beryl McKinnerney, Kilgore College, Kilgore, Texas 75662
Texas Community College Child Development Educators Association	Melonye A. Curtis, Amarillo College, Amarillo, Texas 79178
Texas Junior College Management Educators Association	Perry O. Orand, Austin Community College, Austin, Texas 78768
Vocational–Technical Education	Barbara Howell, St. Philip's College, San Antonio, Texas 78203
Welding	Pablo Soliz, Bee County College, Beeville, Texas 78102

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 42nd annual convention, Feb. 16-18, 1989, in Austin, are encouraged to reserve hotel accommodations early. A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. Hotel accommodations may be reserved by completing the form below and mailing it to the *Austin Convention Housing Bureau.* Reservations will be processed as they are received, on a first-come, first-served basis. **Reservations may NOT be made directly with the convention hotels.**



CONVENTION HOTEL FACILITIES AND RATES

HOTEL / ADDRESS	Single (1 person)	Double (2 persons)	Triple (3 persons)	Quad (4 persons)
Hyatt Regency Hotel 208 Barton Springs Road	$70	$70	$75	$75
Embassy Suites 300 South Congress Avenue	$70*	$70*	$75*	$75*
Austin Crest Inn 111 East First Street	$45	$50	$50	$50
Holiday Inn–Town Lake 20 Interregional Highway	$45	$50	$50	$50

*Embassy Suites rates include full, cooked-to-order complimentary breakfast and complimentary cocktails (5:30-7:30 p.m.) for registered guests.

Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment be by cash or traveler's checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

42nd Annual Convention — Austin, Texas — February 16-18, 1989

HOTEL RESERVATION FORM

MAIL TO: Convention Housing Bureau
P. O. Box 2990
Austin, Texas 78769

HOTEL CHOICES:

1st Choice: ____________________
2nd Choice: ____________________
3rd Choice: ____________________
ARRIVAL DATE: February ________ HOUR: ______ __. M.*
DEPARTURE DATE: February ____________________

CONFIRMATION will be made by hotel. **CANCELLATION:** Notify Convention Bureau of changes and cancellations up to Feb. 1. After Feb. 1, make cancellations and changes directly with hotel. All reservations subject to availability.

ACCOMMODATIONS DESIRED:

_____ Single Room(s) *(1 room, 1 person, 1 bed)*
_____ Double Room(s) *(1 room, 2 persons, 1 bed)*
_____ Double/Double Room(s) *(1 room, 2 persons, 2 beds)*
_____ Triple Room(s) *(1 room, 3 persons, 2 beds)*
_____ Quad Room(s) *(1 room, 4 persons, 2 beds)*
_____ One Bedroom and Parlor *(Suite)*
_____ Two Bedrooms and Paror *(Suite)*

* Reservations will not be held after 6:00 p.m. unless arrival is guaranteed by credit card or advance payment of first night's lodging.

☐ Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with credit card:

Type ____________________
Number ____________________
Expiration Date ____________ Bank Number ____________

CONFIRM RESERVATIONS TO: Name ____________________ Phone: A/C ______, __________
Address ____________________ City ______________ State ________ ZIP ________
ROOM(S) WILL BE OCCUPIED BY:

Name (please print)	*Address*	*City / State / ZIP*

A wise investment...

Here are some of the ways TJCTA served its members during the past two years...

- Expended more than $30,000 in attorney's fees to provide expert legal advice to 34 members from 29 campuses
- Provided formal testimony before committees of the Texas Legislature on 9 occasions
- Was the *only* professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed 7 issues of a *Legislative Update* apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 51 campuses
- Responded to requests for advice and information from members of governing boards at 8 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 19 campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the *largest* meeting of community junior college educators in the nation, which included...
  - More than 100 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on "Financial Planning for College Teachers"
  - A session on development and implementation of televised instruction
  - A seminar for retired and " soon-to-be-retired" educators
  - A placement center offering information about professional staff openings
  - Almost 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Membership Enrollment Form

☐ Dr.
☐ Mr.
☐ Mrs. ____
☐ Miss *First Name* *Middle Name or Initial* *Last Name*
☐ Ms.

College ____
(If more than one campus, indicate your campus.)

PRIMARY RESPONSIBILITY:

☐ Instructional
(Subject taught: ____________________)
☐ Student Services
(Position: ____________________)
☐ Learning Resources/Library/Media
(Position: ____________________)
☐ Administrative
(Position: ____________________)
☐ Other (Specify: ____________________)

Preferred Mailing Address for TJCTA publications (if other than to college): ____
Street Address or Post Office Box *City* *State* *ZIP Code*

☐ CHECK HERE IF YOU DESIRE COVERAGE UNDER THE OPTIONAL LIABILITY INSURANCE PROGRAM, AND ADD $25 TO THE AMOUNT OF YOUR CHECK.

CHECK ONE:
☐ PROFESSIONAL MEMBERSHIP (Full-time educator at a Texas community or junior college)—Dues $25
☐ ASSOCIATE MEMBERSHIP (Classified employee or retired or part-time educator at a Texas community or junior college)—Dues $15
☐ STUDENT MEMBERSHIP (Enrolled for graduate credit *in community or junior college education*)—Dues $10
☐ UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15

NOTE: Annual dues include $5 for subscription to the *TJCTA Messenger*.

Membership Period: September 1, 1988–August 31, 1989.

MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to:

TJCTA
7748 Highway 290 West, Suite 310
Austin, Texas 78736

TJCTA

MESSENGER

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
7748 Highway 290 West, Suite 310
Austin, Texas 78736-3218

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VOLUME XX WINTER 1989 NUMBER 2

COMMITTEE SUBMITS SOUTH TEXAS PLAN

A sweeping proposal to expand higher education in South Texas has been reported by a special House-Senate joint committee. The recommendations will be submitted to the 71st Legislature this month, where they will face an uncertain future.

The long-range plan calls for added state expenditures of $90 million during the next five years. It proposes mergers involving the University of Texas and Texas A&M University systems with the four state universities in South Texas. It also calls for building a law school at Texas A&I University. Corpus Christi State, Laredo State, and Texas A&I Universities would become part of the A&M system; while Pan American University would become part of the University of Texas system.

Perhaps the most controversial proposals are those that would turn the region's three upper-level universities into four-year schools by 2000. Under the committee's plan, Corpus Christi State University would become a four-year school in 1994-95; Laredo State University would expand to four-year status in 1998-99; and Pan American University–Brownsville would achieve four-year status in 2000-01.

RESTORATION OF VETOED FUNDS SOUGHT

Emergency legislation will be introduced when the Legislature convenes calling for an appropriation of $45.3 million to reimburse the state's community junior colleges for a portion of the cost of staff group insurance. That is the amount in the 1987 appropriations act which Gov. Bill Clements vetoed in an action he later called "misguided."

TJCTA is actively supporting passage of the emergency measure and has called on Gov. Clements for his support. Rep. Ric Williamson (D-Weatherford) and Sen. John T. Montford (D-Lubbock) are expected to sponsor companion bills providing for the appropriation.

TJCTA members are urged to contact their Senators and Representatives now—before the session begins—urging support of the emergency appropriation.

SALARIES FALL BEHIND INFLATION

Modest increases in salaries for most faculty this year failed to keep pace with increased cost-of-living. Salary raises averaged about three percent over 1987-88 rates, clearly below the four percent rise in the Consumer Price Index. These were the findings of the study of faculty salaries for the 1988-89 academic year conducted by the Texas Junior College Teachers Association.

While a few colleges granted pay raises of five percent or more, the great majority of schools failed to keep up with the inflation rate, and several granted no raises at all. The largest increase—almost 12 percent—came at Texas Southmost College, where a one-year-only "adjustment" of $2,639 was added to each faculty salary. Whether the additional amount is made a part of the TSC salary schedule will depend on the outcome of this year's appropriations efforts, among other things. Raises of six percent at Grayson County College and five percent at Angelina College, El Paso Community College, Hill College, Lee College, and Weatherford College were noted.

This is the twelfth consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state's public two-year colleges. All 49 community junior college districts participated in this year's study. South Plains College reported that it has no adopted faculty salary schedule. Several other districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

The TJCTA salary survey is based on responses to questionnaires submitted directly by officials at all of the public community college districts. Responses are accompanied by copies of the institutions' adopted faculty salary schedules or salary policies. Questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors with varying levels of academic credentials in their first, sixth, eleventh, sixteenth, and twentieth consecutive years of employment. This is the first year that the study was extended past the eleventh year.

"The TJCTA study is generally recognized as the most reliable compilation of salary data available," said TJCTA state president Larry Shirts. He pointed out that the TJCTA survey is based on institutional salary schedules, allowing for absolute objectivity. "Ours is the only study that permits valid comparisons among the several college districts. We believe it's important to collect and report data accurately. When comparisons are made using the TJCTA study, it can be safely assumed that one is comparing 'apples with apples,'" Shirts said.

The TJCTA study is much more accurate for comparison purposes than those which report "average budgeted salaries." In those surveys—like the one published annually by the Texas Higher Education Coordinating Board—the older colleges have a distinct advantage over the districts formed within relatively recent years, since large numbers of veteran faculty members are placed at the higher end of the salary schedule, thus "loading" the study in favor of the long-established schools.

The tabular report of this year's TJCTA salary study appears on pages 6-7 of this issue of the* Messenger. *A table comparing salaries for the past four years appears on page 10.

FACULTY PURCHASING POWER DROPS BEHIND INFLATION

The table below shows the loss of purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 4.0 percent for 1988 over 1987.

State Average Salaries—Master's Degree			Percent Increase	Change in Purchasing Power
	1987-88	1988-89		
First Year	$22,010	$22,658	2.94%	– 1.06%
Sixth Year	24,207	24,979	3.19%	– 0.81%
Eleventh Year	26,208	27,147	3.58%	– 0.42%

PRESIDENT'S MESSAGE

By now, I'm sure the Christmas tree has been taken down; New Year's resolutions have been made (and perhaps already broken!); you've had a chance to catch your breath and collect your thoughts regarding the highs and lows of the past semester; and you've now returned to campus, hopefully renewed and refreshed, ready to embark upon a new semester.

In looking back over TJCTA's activities during the fall, it is clear that the past four months have been busy and productive ones for our state association. On October 1, an extremely successful Conference for Faculty Organization Leaders was held. One hundred twenty-seven faculty leaders, representing some 49 community junior colleges across the state, gathered to hear outstanding presentations on such important concerns as faculty's role in college governance, recent legal development affecting faculty rights, ways of increasing faculty effectiveness in the legislative process, and the Texas Academic Skills Program and its impact on those of us who teach in two-year schools.

During the months of October and November, each of the Association's major committees met to discuss relevant concerns, conduct important business, and plan their year's activities.

Spearheaded by the always enthusiastic recruitment efforts of our local campus representatives, our statewide membership drive has been particularly successful this year with more than half of our campuses reporting increased levels of TJCTA membership over the same time last year.

As noted elsewhere in the *Messenger*, plans are being finalized for next month's state convention. I do hope you are planning to join us in Austin, Feb. 16-18, for what promises to be an excellent program and a grand opportunity to renew old friendships.

Of course, a major concern of our Association throughout the fall has been preparing for the upcoming session of the Texas Legislature, which is slated to convene Jan. 10. Along with others representing two-year college interests, TJCTA has been working actively behind the scenes to restore employee health insurance monies which were vetoed by Gov. Clements and to insure increased state funding for the coming biennium. By now, you should have received a second issue of TJCTA's *Legislative Update* which summarizes the Association's legislative efforts on your behalf. (If you have not received the second *Update*, contact your local TJCTA campus representative.)

Although it is true that the state's fiscal picture is considerably brighter than it was two years ago at the start of the last legislative session, we should not be complacent or overly optimistic. Without a doubt, the struggle for adequate funding for community junior colleges for the coming biennium promises to be a challenging and difficult one. To be successful in our lobbying efforts, TJCTA will need the active assistance of *all* two-year college educators throughout the state.

The structure of our two-year college system in Texas offers us a natural opportunity for grassroots organization and lobbying in every legislative district in the state. Every two-year college has in its faculty a cadre of well-educated, civic-minded individuals who, if provided with sufficient information and motivation, could be mobilized into an impressive political force on issues of concern to their individual districts and our profession at large.

Most observers of the state political scene agree that some of the most important lobbying—contrary to popular belief—does NOT take place at the Capitol while the Legislature is actually meeting in session or even in the watering-holes of Austin where special interest representatives "wine and dine" various public officials. Instead, individuals who would like to influence state decision-making are often more likely to gain an audience—and to have more real impact—by arranging to meet with their Representatives and Senators back home in the local district—either during the interim period between regular legislative sessions or during the first couple of months of the actual session when members regularly return to their respective districts for extended weekends. It is then that state legislators have the opportunity to study complex policy issues and the time to discuss thoughtfully those issues with interested groups and individuals.

Thus, the time is *now*—in the coming weeks—when you and your local faculty association can—and must—make contact and establish credible working relationships with your local legislators.

We must remind our legislators—and, for that matter, we must remind our friends, our neighbors, our colleagues, and our business associates—we must remind them all of the invaluable contributions made by community junior colleges to the people of Texas.

We must remind them that more than half a million Texans have chosen to attend our community colleges because there they are assured a quality education at an affordable cost.

We must remind them that almost two-thirds of all the freshmen and sophomores who attend college in the state today are attending two-year schools—that's almost 45 percent of *all* the students who are enrolled in Texas public higher education!

We must remind them that our two-year colleges provide over 95 percent of all available post-secondary technical, occupational, and vocational education and job training in over 1,900 separate programs across the state and that each year business and industry contract with our schools to train and retrain over 100,000 workers.

We must remind them that more than half of all minority students enrolled in public higher education in Texas are attending community colleges.

We must remind them that 90 percent of all Texans live within easy driving distance of one of our two-year campuses—campuses, by the way, which have been constructed totally with local monies and which are maintained and operated at *no* cost to the state.

We must remind them that more than 45 percent of the total operating income for public community colleges comes from *local* sources (taxes, tuition, and fees) and that local taxes have increased more than 135 percent over the last six years—at the same time state support has declined more than six percent.

We must remind them that, overall, state funding for two-year colleges represents less than one-fifth of all the monies appropriated for higher education and that, in the current biennium, public community colleges were the *only* educational institutions in Texas whose state appropriations for instructional programs were actually *cut* below previous levels.

And finally, we must remind them that during the past year, faculty at more than half of our community junior colleges throughout the state have watched their take-home pay actually decline as salaries have been cut, frozen, or increased only marginally at a rate less than the cost-of-living.

Yes, it's clear that we have an important message that must be told. Be assured that we, at the state level, will continue to do our utmost to represent forcefully and effectively our collective interests as two-year college educators.

But we *do* need your help. I am convinced that the real success of our lobbying efforts in Austin will depend to a great extent on how well you—at the local level—have established channels of communication and an effective working relationship with your respective legislators.

Won't you join with me and thousands of your colleagues across the state in this extremely important effort? I look forward to working with you in the weeks ahead and to seeing you in Austin next month at the state convention.

Larry Shirts

TJCTA
MESSENGER
A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
7748 Highway 290 West, Suite 310 Austin, Texas 78736-3218

VOLUME XX WINTER 1989 NUMBER 2

The TJCTA Messenger (ISSN 8750-9644) is published four times annually, in September, December, January, and April, by the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3218. Annual dues $25, $5 of which is for subscription to TJCTA Messenger. Second-class postage paid at Austin, Texas. POSTMASTER: Send address changes to TJCTA Messenger, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3218.

LARRY G. SHIRTS
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

FACULTY LEADERS ATTEND ANNUAL CONFERENCE

Vivian Blevins

Marcia Wise

Shane Goetz

Cyndi Taylor Krier

Joan Matthews

—Photos by Tom Stutzenburg

One hundred twenty-seven faculty leaders from 49 Texas community junior colleges attended the ninth annual TJCTA Conference for Faculty Organization Leaders held in Austin in the fall.

Speaker for the conference's opening session was Vivian B. Blevins, president of Lee College. Dr. Blevins spoke on "The Faculty Role in College Decision-Making."

Marcia Wise and Shane Goetz, partners in the law firm of Hill, Heard, Oneal, Gilstrap & Goetz, of Arlington, spoke concerning "Recent Developments in Case Law Affecting Faculty Rights."

Addressing the luncheon session was Cyndi Taylor Krier, State Senator for the 26th Senatorial District of Texas. Sen. Krier spoke on "The Faculty Organization and the Texas Legislature."

Featured speaker for the conference's closing session was Joan M. Matthews, from the professional staff of the Texas Higher Education Coordinating Board. Dr. Matthews discussed developments concerning implementation of the Texas Academic Skills Program.

The principal purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-year colleges, according to TJCTA State President Larry Shirts.

Plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee chaired by Larry T. Patton, Galveston College, and including Joseph D. (Dan) Mendoza, Lee College; Thomas L. O'Kuma, San Jacinto College–South Campus; and William C. Davis, Texas Southmost College.

OFFICER CANDIDATES NAMED FOR 1989-90

Reba D. Blackshear, El Centro College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1989-90. The committee met in Dallas on Nov. 12, and selected the slate of candidates. Nominees are listed in order determined by lot:

FOR PRESIDENT-ELECT:

Kenneth N. Locke, Blinn College
David J. Clinkscale, Tarrant County Junior College–South Campus

FOR VICE PRESIDENT:

Evelyn Frank Burns, Houston Community College
Steve Dutton, Amarillo College

FOR SECRETARY:

Laura L. Wyman, Vernon Regional Junior College
Marilyn J. Lancaster, Western Texas College

FOR TREASURER:

Royce L. Granberry, Texarkana College
Brian Keith Dille, Odessa College

The election will be conducted during the annual convention, Feb. 17. Officers' terms will begin April 1, 1989, and end March 31, 1990. Absentee voting will begin in late January, under arrangements outlined below. Detailed information concerning the candidates and platform statements will appear in the convention issue of the *Messenger*.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1989-90 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1989-90. I expect to be absent from the convention to be held February 16-18, 1989.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

Member's Signature ______________________________

PRINT Name ______________________________

College ______________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 8.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in late January, and the marked ballots must be returned to the State Office no later than February 14, 1989. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

Training Apprentices of Liberty

Barbara C. Jordan

Professor of Political Values and Ethics
and
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Editor's Note: Barbara C. Jordan is currently Professor of Political Values and Ethics at the Lyndon B. Johnson School of Public Affairs, University of Texas at Austin. When she delivered the keynote address at the TJCTA convention at Dallas in March 1976, she was Representative *Jordan, a distinguished member of the U.S. House of Representatives, and widely praised for her work on the House Judiciary Committee. The intervening 12 years have not diminished the relevance of what Ms. Jordan had to say on that occasion. In fact, her remarks seem not only fresh and relevant today but also unexpectedly timely, for we should be reminded now that the achievement of basic academic skills is not the end but only the beginning of educational excellence. As well, we should remember that the pursuit of free inquiry, upon which that excellence so much depends, is a liberty unlikely to be exercised by students who lack such skills.*

You have a constitution which has a preamble, and your preamble begins this way: "Dedicating ourselves to the pursuit of excellence in teaching...." Since I presume that you are not going to abandon you constitution's preamble, I would further assume that you view excellence in teaching as a mandate for the preeminence of quality education in this country.

Speaking about these words then—"dedicating ourselves to the pursuit of excellence in teaching..."—have you pursued excellence in conformity with your dedication? I don't know whether you have or not, so I am going to give you a little true-or-false test:

1. I have fostered free inquiry and encouraged my students to question and challenge traditional assumptions without regard to private or community discomfort. *True or False?*
2. Although my institution—my community college, my junior college—is a creature of the state, I have resisted the tendency on the part of the state to prefer order over freedom. I have resisted the tendency of the state to stifle dissent, censor what is printed, to intimidate or imprison those who differ. I have done this. *True or False?*
3. I have actualized in my classroom the principles of liberty and justice and equality because I believe in them. *True or False?*

That's the end of the test. Grade your own paper. But I hope the outcome of your grade on this assignment will not further exacerbate the problem of grade inflation.

Ours is a very turbulent society. We're a polyglot people in this country. Some of the people are only partially assimilated; their ethnicity will probably keep them out for some time. They can't get in. We are embracing in this country people of different positions, different mores, different religions, different expectations, and you out there are required to teach, to educate, in the midst of partisans of differences. *To teach...*

You are supposed to try to accommodate the differences as best you can. We establish schools, and we demand that you be transmitters of knowledge to the next generation, keepers of tradition, molders of democracy; and increasingly we ask more and more of you. We ask you to challenge, to question, to inspire, to undergird creativity. We saddle you with enormous tasks we expect you to perform. We saddle you with tasks at a time when students are becoming more distant from teachers. We saddle you with these tasks at a time when school systems are becoming mass enterprises having very little to do with the individual.

Given all of this, there is a role which schools and educators must continue to perform. What's openly at stake is the minds of the present and the next generation. I don't want you to try to be literary dietitians. Regardless of your motives, you don't serve your students if you try to be literary dietitians. If you try, the upshot of what we get will be what Justice Jackson describes as "the conformity of the graveyard." And we want none of this.

If the next generation is going to assume its rightful role in whatever kind of society we have, we've got to prepare them. In a real sense, I suppose what I'm talking about is making the Constitution work in the classroom. It was once thought that the rule of law had little or no place in the teaching process. It's instructive to me to recall that in the titanic

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struggle between William Jennings Bryan and Clarence Darrow, it was the teacher who lost.

But students and teachers are both *persons* within the meaning of the Constitution, with rights which must be respected in the classroom as well as outside the classroom. The Bill of Rights does not stop at the schoolhouse door. If the Bill of Rights did stop at the schoolhouse door, I guess any of us could bar the door. You can't bar the door. You can't bar the door to the Bill of Rights and keep freedom out. That's all I'm saying.

The Supreme Court, since the McCarthy era, has made it quite clear that there must be vigilant constitutional protections within the classroom as well as without. As a matter of fact, the Court said on one occasion that "this vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools."

"The pursuit of excellence in teaching..." If you really want that, that pursuit is in *your* court. You're the judge. The law may be helpful, but there is no way that anyone can substitute for courageous teachers and courageous leaders. There is no way that anyone other than yourself can have the primary responsibility of the promotion and fostering of free inquiry. You know and I know that students cannot develop incisive and inquiring minds as a result of the questions which are never asked—of the questions which are never challenged.

You, my friends, are training apprentices of liberty. You don't have any choice; you've got to do a good job. If you don't, the alternative would be disastrous. If you fail, the alternative, I suppose, was very well described by former Chief Justice Earl Warren, who said this:

> *Teachers and students must always remain free to inquire, to study, to evaluate, to gain new maturity and understanding. Otherwise, our civilization will stagnate and die.*

Should that occur—that suffocation, stagnation, death—should that occur, your preamble is without any meaning. Should that occur, the excellence in teaching to which you have dedicated yourselves is sheer mockery.

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Barbara Jordan, a native of Houston, attended public schools there and graduated magna cum laude *from Texas Southern University, with a Bachelor of Arts degree in political science and history. She received the law degree in 1959 from Boston University School of Law. Ms. Jordan served in the Texas Senate from 1966 to 1972—the first Black to hold a seat there since 1883. She became the first Black woman from a Southern state to serve in the U.S. Congress. As a member of the House of Representatives (and the Judiciary Committee) from 1973 to 1979, she gained national fame in 1974 during hearings to consider impeachment of President Richard M. Nixon. In 1979, Ms. Jordan became a professor at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin.*

1989 TJCTA LEGISLATIVE PROGRAM ADOPTED

An 11-point legislative program was adopted by the TJCTA Executive Committee in its meeting in Austin, Dec. 3. Legislative goals and priorities were recommended by the organization's Legislative Committee in October. While the legislative program is subject to additions and changes by subsequent action of the Executive Committee, the present legislative goals are listed below:

1. Support for emergency legislative appropriations to restore $45.3 million for group insurance premiums for employees at Texas community junior colleges vetoed by Gov. Bill Clements in August 1987.
2. Support appropriations for community junior colleges in the 1989-91 biennium at the level recommended by the Texas Higher Education Coordinating Board.
3. Support revenue enhancement measures necessary to provide funding recommended by the Coordinating Board.
4. Oppose legislation which would provide for the expansion of any existing upper-level institution into a full, free-standing four-year university, and oppose legislation which would provide for the merger of any community junior college district with an existing upper-level or four-year university.
5. Support the enhancement of higher educational opportunities in South Texas.
6. Support increased state contribution levels for the Teacher Retirement System and current contribution levels for the Optional Retirement Program.
7. Support the continued implementation of the Texas Academic Skills Program *only* if adequate state funding for implementation and remediation is provided.
8. Support House Bill 85 (by Rep. Rudd), the "55-and-30" early retirement plan for members of the Teacher Retirement System
9. Oppose legislation which would discontinue the Hinson-Hazlewood Student Loan Program administered by the Texas Higher Education Coordinating Board.
10. Support legislation to simplify the process of expansion of existing community junior college districts.
11. Support legislation permitting election of community junior college governing boards by single-member districts.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

SURVEY OF FACULTY SALARIES—TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES—1988-89

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

COLLEGE DISTRICT	BASE SALARY—NINE-MONTH CONTRACT																																							
	BEGINNING SALARY (First Year of Service—No "Step" Increases)								AFTER FIVE CONSECUTIVE YEARS (Sixth Year of Service)								AFTER TEN CONSECUTIVE YEARS (Eleventh Year of Service)								AFTER FIFTEEN CONSECUTIVE YEARS (Sixteenth Year of Service)								AFTER TWENTY CONSECUTIVE YEARS (Twenty-first Year of Service)							
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 36)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 42)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 48)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 47)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 28)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 32)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	(Rank 1 to 37)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 37)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 27)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 31)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 37)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 37)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 27)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Degree)	Rank (1 to 31)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	Rank (1 to 37)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 37)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 26)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 30)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	(Rank 1 to 35)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 35)
Alamo Community College District	$21,034	17	$21,034	20	$22,622	26	$26,135	27	$23,391*	13	$23,391*	15	$25,156*	17	$29,065*	18	$25,747*	11	$25,747*	13	$27,691*	14	$31,995*	15	$28,105*	7	$28,105*	7	$32,104*	11	$34,924*	16	$30,463*	6	$30,463*	6	$34,797*	5	$37,853*	10
Alvin Community College	21,811	12	19,598	34	21,811	32	25,612	33	25,284	4	22,720	17	25,284	16	29,691	15	29,312	2	26,339	8	29,312	6	34,420	7	31,728	2	28,510	5	33,471	6	37,257	7	32,728	4	29,510	9	34,471	8	38,257	9
Amarillo College	—		20,830	22	21,778	33	25,588	35	—		23,455*	14	24,403*	25	28,213*	24	—		25,346*	15	26,766*	21	30,838*	25	—		25,714*	18	29,628*	26	33,463*	22	—		25,714*	19	29,812*	27	36,088*	19
American Educational Complex	—		24,600	2	26,300	1	32,700	1	—		25,600	3	27,300	4	33,700	2	—		26,600	7	28,300	11	34,700	6	—		27,600	11	30,100	23	35,700	11	—		28,300	11	30,800	20	36,400	17
Angelina College	—		—		23,040	23	26,592	20	—		—		25,380	15	28,932	21	—		—		27,720	13	31,272	20	—		—		30,204	21	33,612	20	—		—		30,204	26	36,420	16
Austin Community College	21,712	13	21,712	14	21,712	35	23,287	44	21,712	23	22,277	22	22,277	36	25,372	34	23,407	22	25,102	16	25,102	31	30,477	27	26,232	14	27,927	9	29,447	27	33,302	24	29,057	9	30,752	5	32,272	15	36,127	18
Bee County College	16,560	36	18,617	37	22,435	27	27,163	15	18,552	28	20,609	30	24,449	24	29,179	17	20,521	27	22,578	27	26,477	23	31,206	21	22,489	26	24,546	22	30,085	24	33,233	25	24,457	20	26,514	18	32,113	17	35,261	23
Blinn College	—		18,000	39	24,500	8	28,500	10	—		19,250	31	25,750	12	29,750	14	—		20,500	30	27,000	18	31,000	22	—		21,750	30	30,250	20	32,250	27	—		23,000	26	31,500	18	33,500	25
Brazosport College	18,000	33	—		18,000	47	—		No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Cisco Junior College	19,908	28	19,908	32	20,508	42	23,508	42	21,708	24	21,708	27	22,308	35	25,308	35	23,508	21	23,508	25	24,108	35	27,108	36	23,508	24	23,508	26	26,388	37	28,908	35	23,508	24	23,508	25	26,388	35	30,708	31
Clarendon College	—		20,400	25	24,400	10	26,400	23	—		21,400	28	25,400	14	27,400	28	—		22,400	28	26,400	25	28,400	32	—		22,400	28	28,400	31	29,400	34	—		22,400	28	28,400	30	29,400	33
College of the Mainland	—		—		22,402	28	26,227	26	—		—		24,734	23	28,957	20	—		—		27,308	16	31,971	16	—		—		30,150	22	35,298	14	—		—		33,289	11	38,972	8
Collin County Comm. College District	—		23,500	6	23,500	19	26,320	25	—		—		—		—		—		—		—		—		—		—		—		—		—		—		—		—	
Cooke County College	18,000	33	18,000	39	19,500	46	21,500	46	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Dallas County Comm. College District	—		—		25,000	4	31,000	3	—		—		28,463	1	36,210	1	—		—		33,238	1	39,726	1	—		—		38,220	1	43,548	1	—		—		39,009	2	44,954	1
Del Mar College	23,100	6	23,100	8	24,700	7	28,965	8	25,600*	3	25,600*	3	27,200*	6	31,465*	8	27,100*	4	27,100*	5	28,700*	8	32,965*	12	27,600*	10	27,600*	11	30,340*	18	33,465*	21	27,600*	12	27,600*	13	30,340*	24	33,465*	26
El Paso Community College	21,948	10	22,521	13	23,905	15	27,533	13	24,292	8	24,927	6	26,457	9	30,473	11	26,886	6	27,588	3	29,281	7	33,729	11	29,757	4	30,534	2	34,020	5	37,331	6	32,935	3	33,795	3	37,652	4	41,317	3
Frank Phillips College	19,100	29	20,100	28	21,600	36	23,600	41	21,100	25	22,100	24	23,600	30	25,600	33	23,100	23	24,100	22	25,600	29	27,600	34	25,100	18	26,100	17	28,800	30	29,600	32	25,500	18	26,900	16	30,800	20	31,600	30
Galveston College	19,100	29	19,100	36	20,617	41	24,452	40	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Grayson County College	22,826	7	22,826	10	23,326	21	26,113	28	24,360	6	24,360	8	24,860	18	28,001	26	26,246	8	26,246	9	26,746	22	30,691	26	28,183	6	28,183	6	30,401	17	33,316	23	29,823	8	29,823	8	32,239	16	35,488	21
Hill College	21,580	14	21,580	16	22,686	25	27,113	17	24,346	7	24,346	9	25,453	13	29,880	13	24,346	17	24,346	20	28,220	12	32,646	13	24,346	20	24,346	23	30,433	16	35,413	13	24,346	21	24,346	22	30,433	23	37,626	12
Houston Community College System	20,025	25	20,025	29	21,294	38	23,481	43	22,455	16	22,455	20	24,039	27	27,171	31	24,885	14	24,885	18	26,784	20	30,861	24	27,315	12	27,315	14	31,203	13	34,551	17	—		—		—		—	
Howard College	20,159	24	20,159	27	21,737	34	25,944	29	22,204	19	22,204	23	23,782	29	27,989	27	24,249	18	24,249	21	25,827	27	30,034	29	24,249	21	24,249	24	28,866	29	32,079	28	24,249	22	24,249	23	28,866	29	34,125	24
Kilgore College	21,895	11	22,882	9	23,978	14	27,262	14	24,075	10	25,062	5	26,158	10	29,442	16	26,255	7	27,242	4	28,338	10	31,622	18	28,435	5	29,422	4	31,613	12	33,802	19	30,615	5	31,602	4	33,793	10	35,982	20
Laredo Junior College	20,300	22	20,400	25	21,950	30	25,700	32	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Lee College	24,290	1	24,290	3	25,579	3	29,710	5	27,131	1	27,131	1	28,165	3	32,296	5	29,717	1	29,717	1	30,875	3	35,006	5	32,615	1	32,615	1	35,025	3	37,904	4	35,642	1	35,642	1	38,184	3	41,063	4
McLennan Community College	21,397	15	21,397	18	24,232	11	29,383	7	24,217	9	24,217	10	27,052	8	32,203	6	24,781	15	24,781	19	27,616	15	35,023	4	24,781	19	24,781	21	32,517	9	37,843	5	24,781	19	24,781	21	32,517	13	40,663	5
Midland College	—		—		24,878	6	27,888	12	—		—		27,128	7	30,888	10	—		—		29,378	5	33,888	10	—		—		32,711	7	36,888	8	—		—		34,511	6	39,288	7
Navarro College	—		18,000	39	24,000	13	27,000	18	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
North Harris County College District	—		—		24,915	5	28,515	9	—		—		28,290	2	31,890	7	—		—		31,665	2	35,265	2	—		—		35,040	2	38,640	3	—		—		—		—	
Northeast Texas Community College	22,777	8	22,777	11	24,182	12	28,120	11	—		—		—		—		—		—		—		—		—		—		—		—		—		—		—		—	
Odessa College	23,766	4	23,766	5	23,766	18	27,132	16	25,908	2	25,908	2	25,908	11	30,906	9	28,458	3	28,458	2	28,458	9	35,088	3	30,090	3	30,090	3	34,578	4	39,168	2	35,598	2	35,598	2	40,902	1	41,718	2
Panola Junior College	21,250	17	21,250	19	21,950	30	26,450	22	23,500	12	23,500	13	24,200	26	28,700	22	25,750	10	25,750	12	26,450	24	30,950	23	28,000	8	28,000	8	30,950	14	33,200	26	28,500	10	28,500	10	33,200	12	35,450	22
Paris Junior College	18,612	31	18,612	38	20,102	43	22,000	45	20,857	26	20,857	29	22,356	34	24,340	36	23,710	20	23,710	24	25,200	30	27,177	35	23,710	23	23,710	25	26,740	35	27,895	37	23,710	23	23,710	24	26,740	34	28,614	35
Ranger Junior College	17,171	35	14,495	42	17,893	48	20,464	47	19,423	27	16,340	32	20,317	37	23,220	37	21,604	26	18,148	31	22,727	37	25,981	37	23,797	22	19,956	31	26,612	36	28,090	36	25,991	15	20,320	30	27,699	33	29,294	34
San Jacinto Junior College District	23,231	5	23,231	7	23,457	20	25,456	37	24,581	5	24,581	7	24,807	19	26,807	32	25,931	9	25,931	10	26,157	26	28,157	33	27,281	13	27,281	15	28,107	32	29,507	33	27,281	13	27,281	15	28,107	31	29,507	32
South Plains College	No salary schedule in effect								No salary schedule in effect								No salary schedule in effect								No salary schedule in effect								No salary schedule in effect							
Southwest Texas Junior College	22,600	9	22,600	12	24,450	9	27,000	18	23,725	11	23,725	11	27,290	5	30,140	12	—		—		29,490	4	32,640	14	—		—		32,320#	10	35,155	15	—		—		34,510#	7	37,670	11
Tarrant County Junior College Dist.	23,800	3	23,800	4	23,800	17	25,600	34	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Temple Junior College	20,474	20	20,474	24	22,286	29	31,311	2	21,974	21	21,974	25	23,786	28	32,811	4	21,974	25	21,974	29	23,786	36	34,311	8	21,974	27	21,974	29	27,994	33	35,811	10	21,974	26	21,974	29	27,994	32	37,311	13
Texarkana College	20,324	21	21,687	15	22,852	24	26,355	24	22,270	18	23,628	12	24,796	21	28,297	23	24,407	16	25,769	11	26,938	19	30,437	28	25,574	16	26,938	16	29,175	28	31,605	30	25,574	17	27,520	14	30,340	24	32,770	27
Texas Southmost College	20,727	19	20,727	23	23,839	16	30,897	4	21,766	22	21,766	26	24,776	22	32,456	3	22,718	24	22,718	26	24,776	33	34,012	9	22,718	25	22,718	27	32,661	8	35,569	12	22,718	25	22,718	27	34,221	9	37,126	14
Trinity Valley Community College	20,900	18	20,900	21	21,400	37	25,900	30	22,400	17	22,400	21	22,900	31	27,400	28	23,900	19	23,900	23	24,400	34	28,900	31	25,400	17	25,400	20	27,400	34	30,400	31	26,900	14	26,900	16	28,900	28	31,900	29
Tyler Junior College	20,000	26	20,000	30	20,000	44	24,800	38	22,628	14	22,628	18	22,628	32	28,059	25	25,601	12	25,601	14	25,601	28	31,745	17	25,601	15	25,601	19	30,520	15	35,917	9	25,601	16	25,601	20	30,520	22	40,636	6
Vernon Regional Junior College	18,743	31	19,546	35	20,885	40	24,526	39	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
The Victoria College	23,889	2	24,855	1	25,821	2	29,693	6	No salary schedule in effect								No salary schedule in effect								No salary schedule in effect								No salary schedule in effect							
Weatherford College	20,286	23	21,499	17	23,042	22	25,486	36	22,050	20	23,263	16	24,806	20	27,232	30	27,011	5	27,011	6	27,011	17	29,437	30	27,893	9	27,893	10	30,319	19	31,642	29	27,893	11	27,893	12	31,201	19	32,524	28
Western Texas College	—		19,804	33	20,944	39	25,734	31	Salary increases are not automatic								Salary increases are not automatic								Salary increase are not automatic								Salary increases are not automatic							
Wharton County Junior College	20,000	26	20,000	30	20,000	44	26,500	21	22,500†	15	22,500†	19	22,500†	33	29,000†	19	25,000†	13	25,000†	17	25,000†	32	31,500†	19	27,500†	11	27,500†	13	30,000†	25	34,000†	18	30,000†	7	30,000†	7	32,500†	14	36,500†	15
AVERAGE SALARY	*$20,869*		*$21,014*		*$22,658*		*$26,524*		*$23,000*		*$22,996*		*$24,979*		*$29,147*		*$25,402*		*$24,914*		*$27,147*		*$31,697*		*$26,444*		*$26,202*		*$30,724*		*$34,046*		*$27,594*		*$27,231*		*$31,978*		*$35,881*	
MEDIAN SALARY	*$20,814*		*$20,865*		*$22,769*		*$26,355*		*$22,564*		*$22,992*		*$24,807*		*$29,000*		*$24,885*		*$25,102*		*$26,938*		*$31,500*		*$26,232*		*$26,938*		*$30,319*		*$33,802*		*$27,091*		*$27,091*		*$31,500*		*$36,127*	

NOTES: *Reported salaries do not include compensation for advancement in academic ranking: Alamo Community College District ($484 for Assistant Professor, $967 for Associate Professor, and $1,451 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor; Del Mar College ($1,600 for Assistant Professor, $3,800 for Associate Professor, and $7,800 for Professor).

#Southwest Texas Junior College: Masters+30 salary requires completion of 6 graduate credit hours within immediately preceding five years.

†Wharton County Junior College: Reported salaries do not include cost-of-living increases which were granted but not made a part of the salary schedule.

BEST COPY AVAILABLE

AD VALOREM TAXES—TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES—1984-89

Comparison of Tax Bases and Rates for Fiscal Years 1984 and 1989

	Assessed Valuation of the District					*Assessed Tax Rate*					*Tax on $75,000 Home (Assuming No Exemptions)*	
	1983-84	*Rank 1-45*	*1988-89*	*Rank 1-49*	*Percent Change 1984 to 1989*	*1983-84*	*Rank 1-45*	*1988-89*	*Rank 1-49*	*Percent Change 1984 to 1989*	*1983-84*	*1988-89*
Alamo Community College District	$11,269,328,913	4	$35,125,353,000	4	+211.7%	.0462	42	.06564	38	+ 42.1%	$ 35	$ 49
Alvin Community College	2,015,466,355	22	1,990,279,043	28	− 1.3%	.205	1	.184	5	− 10.2%	154	138
Amarillo College	3,083,789,000	15	4,361,855,918	13	+ 41.4%	.1306	14	.1272	20	− 2.6%	98	95
American Educational Complex	985,117,951	29	1,783,945,666	29	+ 81.1%	.167	5	.17	9	+ 1.8%	125	128
Angelina College	1,364,634,552	28	1,690,705,694	31	+ 23.9%	.0569	36	.0771	36	+ 35.5%	43	58
Austin Community College	—	—	18,692,000,000	5	—		—	.0475	43	—	—	36
Bee County Colege	540,463,158	37	487,000,000	44	− 9.9%	.1545	7	.1668	13	+ 8.0%	116	125
Blinn College	791,548,175	34	892,096,580	39	+ 12.7%	.0453	43	.0372	46	− 17.9%	34	28
Brazosport College	3,223,327,517	14	3,596,544,815	18	+ 11.6%	.07	30	.045	44	− 35.7%	53	34
Cisco Junior College	159,731,835	43	115,397,936	47	− 27.8%	.145	9	.20	2	+ 37.9%	109	150
Clarendon College	104,515,304	44	103,969,145	48	− 0.5%	.16537	6	.18978	3	+ 14.8%	124	142
College of the Mainland	4,298,093,962	8	4,817,464,516	11	+ 12.1%	.1078	18	.14518	18	+ 34.7%	81	109
Collin County Comm. College Dist.	—	—	14,485,864,743	7	—		—	.085	32	—	—	64
Cooke County College	941,290,000	30	1,223,064,569	35	+ 29.9%	.077	27	.0964	29	+ 25.2%	58	72
Dallas County Comm. College Dist.	62,278,292,346	1	89,548,381,804	1	+ 43.8%	.0422	44	.0389	45	− 7.9%	32	29
Del Mar College	4,724,238,510	9	7,146,804,613	10	+ 51.3%	.09176	22	.155871	16	+ 69.9%	69	117
El Paso Community College	8,000,970,545	5	11,895,949,873	9	+ 48.7%	.05273	38	.09833	28	+ 86.5%	40	74
Frank Phillips College	451,141,633	38	417,817,731	46	− 7.4%	.18	2	.1872	4	+ 4.0%	135	140
Galveston College	1,519,203,869	27	2,034,762,756	26	+ 33.9%	.0802	23	.1694	11	+111.2%	60	127
Grayson County College	1,979,218,307	23	2,772,287,247	20	+ 40.1%	.0756	26	.0772	35	+ 2.1%	57	58
Hill College	352,456,417	40	439,804,222	45	+ 24.8%	.079	25	.0805	34	+ 1.9%	59	60
Houston Community College	—	—	45,000,000,000	2	—		—	.02455	49	—	—	18
Howard College	1,539,183,585	26	1,202,404,859	36	− 21.9%	.14	10	.2085	1	+ 48.9%	105	156
Kilgore College	4,132,120,758	11	2,406,000,000	24	− 41.8%	.0518	39	.13019	19	+151.3%	39	98
Laredo Junior College	864,909,901	31	2,004,497,469	27	+131.8%	.1093	17	.16987	10	+ 55.4%	82	127
Lee College	4,715,972,202	10	4,357,964,368	14	− 7.6%	.06306	32	.1486	17	+135.6%	47	111
McLennan Community College	2,530,014,569	18	3,951,005,020	16	+ 56.2%	.0695	31	.0614	40	− 11.7%	52	46
Midland College	3,864,864,361	12	3,800,000,000	17	− 1.7%	.102	19	.1091	24	+ 7.0%	77	82
Navarro College	846,714,287	32	1,031,407,575	37	+ 21.8%	.136	13	.12	21	− 11.8%	102	90
North Harris County College	7,278,464,795	6	12,702,727,950	8	+ 74.5%	.08	24	.06	41	− 25.0%	60	45
Northeast Texas Community College	—	—	2,305,324,174	25	—		—	.10	27	—	—	75
Odessa College	5,803,763,250	7	4,365,630,821	12	− 24.8%	.1109	16	.1637	14	+ 47.6%	83	123
Panola Junior College	1,703,392,786	25	1,304,890,669	33	− 23.4%	.0734	29	.083	33	+ 13.1%	55	62
Paris Junior College	284,431,193	42	603,056,582	43	+112.0%	.14	10	.1046	25	− 25.3%	105	78
Ranger Junior College	90,857,942	45	83,006,056	49	− 8.6%	.17	4	.18	7	+ 5.9%	128	135
San Jacinto Junior College District	13,041,190,860	3	15,557,879,000	6	+ 19.3%	.10	20	.092	30	− 8.0%	75	69
South Plains College	3,633,600,586	13	2,653,256,580	21	− 27.0%	.128	15	.168	12	+ 31.3%	96	126
Southwest Texas Junior College	763,114,970	35	819,154,708	41	+ 7.3%	.0352	45	.03459	47	− 0.1%	26	26
Tarrant County Junior College Dist.	30,344,108,199	2	42,791,805,647	3	+ 41.0%	.05171	40	.03148	48	− 39.1%	39	24
Temple Junior College	723,995,786	36	1,236,957,163	34	+ 70.9%	.15	8	.1596	15	+ 6.4%	113	120
Texarkana College	314,808,309	41	709,995,532	42	+125.5%	.14	10	.0725	37	− 48.2%	105	54
Texas Southmost College	2,202,516,690	20	2,474,266,717	23	+ 12.3%	.0547	37	.118	22	+115.7%	41	89
Trinity Valley Community College	2,388,312,891	19	3,588,589,738	19	+ 50.3%	.05705	35	.0615	39	+ 7.8%	43	46
Tyler Junior College	2,923,133,343	16	4,262,832,586	15	+ 45.8%	.06	33	.1046	25	+ 74.3%	45	78
Vernon Regional Junior College	421,523,258	39	853,201,733	40	+102.4%	.1782	3	.18064	6	+ 1.4%	134	135
The Victoria College	2,135,924,822	21	2,612,781,490	22	+ 22.3%	.0924	21	.0898	31	− 2.8%	69	67
Weatherford College	804,441,640	33	1,555,975,872	32	+ 93.4%	.0515	41	.0582	42	+ 13.0%	39	44
Western Texas College	2,654,892,302	17	995,345,977	38	− 62.5%	.077	27	.1764	8	+129.1%	58	132
Wharton County Junior College	1,777,977,848	24	1,707,954,410	30	− 3.9%	.0587	34	.11	23	+ 87.4%	44	83
State Average	*4,574,823,578*	—	*7,562,433,930*	—	*+ 65.3%*	*.09895*	—	*.11357*	—	*+ 14.8%*	*74*	*85*
State Median	*1,979,218,307*	—	*2,305,324,174*	—	*+ 16.5%*	*.0802*	—	*.1046*	—	*+ 30.4%*	*60*	*78*

COMPENSATION FOR PART-TIME INSTRUCTORS TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES 1988-89

(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U. S. History (assuming instructor holds Master's Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

College District	*Compensation for One 3-Hour Course*	*Rank 1-49*	*Additional Pay for Advanced Hours or Degree*	*Additional Pay for Teaching Experience*
Alamo Community College District	$1,206	8	Yes	No
Alvin Community College	1,050	21	Yes	No
Amarillo College	900	31	No	No
American Educational Complex	825	37	No	No
Angelina College	1,116	16	No	No
Austin Community College	1,137	14	No	Yes
Bee County College	1,200	9	No	No
Blinn College	1,800	1	No	Yes
Brazosport College	1,095	18	No	No
Cisco Junior College	750	45	No	No
Clarendon College	750	45	No	No
College of the Mainland	1,119	15	Yes	Yes
Collin County Community College	1,050	21	No	No
Cooke County College	810	40	No	Yes
Dallas County Comm. College Dist.	1,056	20	No	No
Del Mar College	1,700	2	Yes	No
El Paso Community College	1,410	5	No	No
Frank Phillips College	750	45	No	No
Galveston College	1,000	26	No	No
Grayson County College	1,035	25	No	No
Hill College	850	36	No	No
Houston Community College System	1,041	24	Yes	No
Howard College	624	49	No	No
Kilgore College	900	31	No	No
Laredo Junior College	1,140	13	No	No
Lee College	1,491	4	No	No
McLennan Community College	1,620	3	Yes	No
Midland College	800	41	No	No
Navarro College	1,200	9	No	No
North Harris County College District	1,050	21	Yes	Yes
Northeast Texas Community College	900	31	No	No
Odessa College	816	38	No	No
Panola Junior College	1,000	26	No	No
Paris Junior College	800	41	No	No
Ranger Junior College	700	48	No	No
San Jacinto Junior College District	1,104	17	No	No
South Plains College	990	29	No	No
Southwest Texas Junior College	1,000	26	No	No
Tarrant County Junior College Dist.	816	38	Yes	Yes
Temple Junior College	1,338	7	Yes	No
Texarkana College	900	31	No	No
Texas Southmost College	1,060	19	Yes	Yes
Trinity Valley Community College	900	31	No	No
Tyler Junior College	1,200	9	No	No
Vernon Regional Junior College	930	30	No	No
The Victoria College	1,364	6	No	No
Weatherford College	800	41	No	No
Western Texas College	800	41	Yes	No
Wharton County Junior College	1,200	9	No	No
Mean Salary	*$1,043*			
Median Salary	*$1,035*			

REPORT PLANNED ON PART-TIME FACULTY

A report on the use of part-time faculty at Texas public colleges and universities is expected to be filed within the next few weeks. A twelve-member committee was appointed last spring to study the issue and report its findings and recommendations to the Texas Higher Education Coordinating Board. TJCTA State President Larry Shirts, North Harris County College–South Campus, serves on the committee.

The committee has held frequent meetings since last April, hearing consultants, receiving testimony from interested individuals and organizations, and analyzing data. At least one more meeting of the panel is scheduled to work on a final draft of its report to the Coordinating Board. Consensus for a report may prove difficult to obtain, based on conflicting views expressed by committee members.

The study resulted from a recommendation of the Select Committee on Higher Education in 1987, calling on the Coordinating Board to "review the use of part-time faculty in state institutions of higher education to determine whether there are equitable salaries and benefits for part-time faculty and whether there is an appropriate ratio of full-time and part-time faculty..."

A TJCTA survey of pay for part-time faculty at Texas community junior colleges for the current academic year reveals a surprising range. *(See table at the left.)* An instructor of one three-hour course in U.S. history is paid $624 at Howard College and $1,800 at Blinn College—a difference of 189 percent. The statewide average is slightly more than $1,000. The TJCTA study also reveals that only 11 colleges pay part-time instructors more for advanced academic study and only 7 colleges reward part-time faculty for experience.

In testimony presented to the advisory committee on behalf of TJCTA, Past President Mary Parker stated that the over-reliance on part-time faculty "is almost certainly the result of budgetary constraints." The trend toward increasing use of part-time instructors is a "disturbing one, especially in those cases where it appears that institutions are increasing their reliance on part-time faculty solely due to budgetary constraints rather than as a vehicle for enhancing educational accessibility and effectiveness," Ms. Parker said. While acknowledging that part-time faculty offer "diversity and breadth of experience," she pointed out that "it is clearly difficult for part-time faculty to advise students, to collaborate with colleagues, and to participate in general in institutional life."

Ms. Parker expressed TJCTA's opposition to immediate imposition of a state-mandated ratio of full- to part-time faculty "Given the current fiscal posture of our state, it is not realistic to expect an immediate and significant improvement," she said. "We believe it would be regrettable if institutions found themselves compelled to eliminate greatly needed curricular offerings and deprive students access to courses of study."

CHANGES IN BASE SALARIES — 1985-88 TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES*

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

	BASE SALARY—SIXTH CONSECUTIVE YEAR OF SERVICE (Master's Degree; no credit earned toward higher degree)						
	Base Salary 1985-86	Base Salary 1986-87	Base Salary 1987-88	Percent Increase 1987-88 over 1986-87	Base Salary 1988-89	Percent Increase 1988-89 over 1987-88	Percent Increase 1988-89 over 1985-86
Alamo Community College District	$23,723[1]	$23,723[1]	$24,211[1]	2.06%	$25,156[1]	3.90%	6.04%
Alvin Community College	24,067	24,067	24,789	3.00%	25,284	2.00%	5.06%
Amarillo College	23,213[1]	23,697[1]	23,697[1]	—	24,403[1]	2.98%	5.13%
Angelina College	22,956	22,956	24,156	5.23%	25,380	5.07%	10.56%
Austin Community College	20,587	20,587	21,620	5.02%	22,277	3.04%	8.21%
Bee County College	23,041	23,357	24,131	3.31%	24,449	1.32%	6.11%
Blinn College	25,250	25,250	25,750	1.98%	25,750	—	1.98%
Cisco Junior College	21,000	21,000	22,308	6.23%	22,308	—	6.23%
Clarendon College	23,500	23,500	24,700	5.11%	25,400	2.80%	8.09%
College of the Mainland	22,992	22,992	24,249	5.46%	24,734	2.00%	7.58%
Del Mar College	26,460[1]	26,460[1]	26,550[1]	0.03%	27,200[1]	2.45%	2.80%
El Paso Community College	23,117	23,117	25,198	9.00%	26,457	5.00%	14.45%
Grayson County College	22,981	23,221	23,444	1.00%	24,860	6.04%	8.12%
Hill College	20,986	22,036	24,241	10.01%	25,453	5.00%	21.29%
Houston Community College System	22,140	22,140	24,039	8.58%	24,039	—	8.58%
Howard College	22,103	22,103	22,822	3.25%	23,782	4.21%	7.60%
Kilgore College	25,161	25,161	25,823	2.63%	26,158	1.30%	3.96%
Lee College	26,824	26,824	26,824	—	28,165	5.00%	5.00%
McLennan Community College	24,578	25,450	26,376	3.64%	27,052	2.56%	10.07%
Midland College	26,508	26,508	26,508	—	27,128	2.34%	2.34%
North Harris County College	26,509	27,041	27,690	2.40%	28,290	2.17%	6.72%
Odessa College	24,300	24,300	24,800	2.06%	25,908	4.47%	6.62%
Panola Junior College	23,550	23,550	23,750	0.85%	24,200	1.89%	2.98%
Paris Junior College	19,794[2]	19,794[2]	21,496[2]	8.60%[2]	22,356[2]	4.00%[2]	12.94%[2]
Ranger Junior College	20,124	20,124	20,194	0.35%	20,317	0.61%	0.99%
Southwest Texas Junior College	24,450	25,450	26,750	5.11%	27,290	2.02%	11.62%
Temple Junior College	21,470	21,470	22,875	6.54%	23,786	3.98%	10.79%
Texarkana College	22,892	23,273	24,074	3.44%	24,796	3.00%	8.32%
Texas Southmost College	21,692	21,692	22,137	2.05%	24,776	11.92%	14.22%
Trinity Valley Community College	21,500	22,700	22,700	—	22,900	0.88%	6.51%
Tyler Junior College	21,500	22,628	22,628	—	22,628	—	5.25%
Weatherford College	22,400	22,900	23,625	3.17%	24,806	5.00%	10.74%
State Average	*$23,229*	*$23,428*	*$24,207*	*3.33%*	*24,979*	*3.19%*	*7.53%*
State Median	*$23,079*	*$23,315*	*$24,156*	*3.61%*	*24,807*	*2.69%*	*7.49%*

* Not all districts are included in the table. Reporting procedures make meaningful comparisons impossible for districts not listed.

[1] Reported salaries do not include compensation for advancement in professorial rank: Alamo Community College District ($484 for Assistant Professor, $967 for Associate Professor, and $1,451 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,600 for Assistant Professor, $3,800 for Associate Professor, and $7,800 for Professor).

[2] Paris Junior College: Prior to 1987-88 the college paid both the employer's and the employee's share of Social Security contributions. The employee's share was 7.15% of salary prior to 1988, 7.51% beginning in 1988. Beginning in 1987-88, employee's Social Security contribution is withheld from salary.

REQUEST FOR BARBECUE TICKETS

Please send __________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 16, 1989, at the Lester E. Palmer Auditorium in Austin.

My check in the amount of $______________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 14, and that **no refund will be made for reservations cancelled after that time.** (Barbecue tickets are transferable.)

☐ Hold tickets to be picked up at the convention registration desk under my name.

☐ Mail tickets to me at the address shown below.

Name ______________________________

Address ______________________________

____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 10 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

BARBECUE TO OPEN ANNUAL CONVENTION

A traditional Texas-style barbecue will be the kick-off function for the 1989 TJCTA convention. Scheduled to begin at 7:30 p.m., Thursday, Feb. 16, the event will be held in Austin's Lester E. Palmer Auditorium.

Preceding the meal will be an informal reception from 7:00 to 7:30, hosted by Merrill Publishing Company. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the Association.

Featured speaker for the convention's opening session will be Ann W. Richards, State Treasurer of Texas and probable candidate for Governor in 1990. Ms. Richards gained national prominence as the keynote speaker at this year's national Democratic convention in Atlanta. The invitation to address the TJCTA convention was extended to Ms. Richards prior to her selection as keynote speaker for the Democratic convention.

Ms. Richards, 55, was born near Waco, the only child of hardworking parents. She attended Baylor University, graduating with a liberal arts degree. While at Baylor she married her high school sweetheart and upon graduation, they moved to Austin where she taught school and he attended law school. They later moved to Dallas where Ms. Richards became active in local politics. In 1969, the family returned to Austin, and she remained involved in political activities. In 1976, Ms. Richards ran for public office, defeating the incumbent for a seat on the Travis County Commissioners Court. She was easily re-elected in 1980, but resigned in 1982 to run for State Treasurer. Winning the election with more votes than any other statewide elected official, she became the first woman elected to statewide office in Texas in 50 years. In 1986, she was re-elected without opposition from either major party.

Tickets for the barbecue will be sold for $15 and ***must be purchased in advance.*** Barbecue tickets will not be available at the door. Tickets may be ordered by mail, using the form on the left. Ticket orders must be received in the TJCTA state office by Feb. 10.

For those unable to attend the barbecue but who wish to hear Ms. Richards's address, seating will be available in the auditorium at 8:00 p.m.

ANALYSIS OF OPTIONAL RETIREMENT PLANS AVAILABLE TO MEMBERS

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1986-87 academic year 7,067 (77%) of the 9,172 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 7.2 percent for the state.

Two-year college employees invested in annuity plans with 60 different carriers during Fiscal Year 1986. The Variable Annuity Life Insurance Company (VALIC) was selected by 1,933 annuitants—a whopping 27.4 percent of the total business, with Kemper Investors Life Insurance Company and Travelers Life Insurance Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to tenth place in 1987. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost annuitants steadily every year, down to 226 in 1986-87 (3.2 percent).

Carriers receiving contributions during each of the last nine years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. **No ORP participant should feel "locked" into an inferior program.**

With surprising frequency, the TJCTA state office receives inquiries from members who have somehow been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

> *Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...*
>
> *Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...*
>
> *Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.*

Individuals who experience problems regarding the preceding three regulations should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

Publication Available

The Texas Association of College Teachers (TACT) has developed an excellent publication—updated annually—designed to assist new employees in making sound original selections and to encourage present ORP participants to evaluate their programs with knowledge of the range of opportunities.

Under a special cooperative arrangement between TJCTA and TACT, the 1988 edition of TACT's study of ORP and Tax Deferred Annuity products is available to TJCTA members on request. Requests for *single* copies should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Because of the expense involved, the publication can be offered only to *current* TJCTA members.

PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS
Public Community Junior College Employees
1978-1987

	1978-79	*1979-80*	*1980-81*	*1981-82*	*1982-83*	*1983-84*	*1984-85*	*1985-86*	*1986-87*
Variable Annuity Life Insurance Company	836	1,239	1,594	1,727	1,840	1,843	1,926	1,973	1,933
Kemper Investors Life Insurance Company	—	—	—	240	340	488	599	681	736
Travelers Life Insurance Company	89	185	265	281	404	500	595	685	682
Aetna Life Insurance and Annuity Company	168	138	166	224	251	313	424	433	475
Union Mutual Life Insurance Company	—	206	278	301	303	355	430	427	416
USAA Life Insurance Company	—	—	113	210	240	256	303	306	362
Lincoln National Life Insurance Company	541	551	507	417	406	410	373	340	325
Great American Life Insurance Company	—	—	44	77	127	151	218	280	321
Mutual Life Insurance Company of New York	345	290	283	341	388	404	385	335	298
Southwestern Life Insurance Company	1,983	1,414	1,054	691	578	550	363	311	226
Teachers Insurance and Annuity Association	224	202	203	205	191	202	183	168	162
Jefferson Standard Life Insurance Company	442	409	318	235	215	203	188	172	160
Metropolitan Life Insurance Company	291	229	184	157	147	135	131	118	104
New England Life Insurance Company	—	—	—	65	72	79	85	84	83
Security Benefit Life Insurance Company	—	—	—	26	29	39	61	72	74
Great West Life Assurance Company	66	111	162	164	150	110	112	82	70
Beneficial Standard Life Insurance Company	—	—	39	79	93	97	80	74	69
Equitable Life Assurance Society	34	28	28	43	44	46	37	47	52
Delta Life and Annuity	—	—	—	—	—	—	—	29	48
First Investors Annuity Co.—Bradford Trust	—	—	—	—	—	—	—	—	46
Providence Life Insurance Company	—	—	—	—	—	22	25	34	45
Connecticut Mutual Life Insurance Company	204	213	143	109	107	107	102	93	44
Fidelity Investments	—	—	—	—	—	—	—	25	42
Investors Diversified Service (IDS)	24	35	38	44	43	39	39	38	40
Safeco Insurance Company	—	—	—	19	23	25	28	30	23
Nationwide Life Insurance Company	—	—	42	66	56	44	29	25	23
Prudential Life Insurance Company	53	57	60	52	47	43	27	21	21
Northern Life Insurance Company	—	—	—	—	—	—	—	—	18
Transamerica Life Insurance Company	—	43	53	45	42	54	46	24	15
Massachusetts Mutual Life Insurance Company	85	50	28	17	17	18	20	16	15
American General Life Insurance Company	31	44	44	37	27	29	21	17	14
Bankers Life Company of Des Moines	—	—	—	16	13	14	15	13	13
International Service Life Insurance Company	—	—	—	—	17	19	17	18	12
American United Life Insurance Company	49	40	33	25	16	12	11	10	10
Sun Life Assurance Company of Canada	—	—	—	—	1	4	11	11	9
Hartford Variable Annuity Life Insurance Co.	29	18	16	15	11	9	7	7	7
Franklin Life Insurance Company	23	22	12	10	9	7	5	5	5
Southland Life Insurance Company	27	27	22	6	3	1	1	1	2
Investors Life Insurance Co. of North America	—	—	—	—	1	1	11	2	1
United Bank & Trust	—	—	—	—	—	—	—	33	—
All other carriers (fewer than 10 each)	39	45	31	22	37	40	60	51	66
TOTAL ANNUITANTS (All ORP Programs)	*5,622*	*5,699*	*5,799*	*6,038*	*6,324*	*6,662*	*6,966*	*7,092*	*7,067*

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 42nd annual convention, Feb. 16-18, 1989, in Austin, are encouraged to reserve hotel accommodations early.

A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. As a matter of fact, when this issue of the *Messenger* went to press, more than half of the total room block had been reserved and the Embassy Suites was sold out.

Hotel accommodations may be reserved by completing the form below and mailing it to the *Austin Convention Housing Bureau*. Reservations will be processed as they are received, on a first-come, first-served basis. **Reservations may NOT be made directly with the convention hotels.**

CONVENTION HOTEL FACILITIES AND RATES

HOTEL / ADDRESS	Single (1 person)	Double (2 persons)	Triple (3 persons)	Quad (4 persons)
Hyatt Regency Hotel 208 Barton Springs Road	$70	$70	$75	$75
~~**Embassy Suites**~~ FULL ~~300 South Congress Avenue~~	~~$70*~~	~~$70*~~	~~$75*~~	~~$75*~~
Austin Crest Inn 111 East First Street	$45	$50	$50	$50
Holiday Inn–Town Lake 20 Interregional Highway	$45	$50	$50	$50

*Embassy Suites rates include full, cooked-to-order complimentary breakfast and complimentary cocktails (5:30-7:30 p.m.) for registered guests.

Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment be by cash or traveler's checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

42nd Annual Convention — Austin, Texas — February 16-18, 1989

HOTEL RESERVATION FORM

MAIL TO: Convention Housing Bureau
P. O. Box 2990
Austin, Texas 78769

HOTEL CHOICES:

1st Choice: ____________________
2nd Choice: ____________________
3rd Choice: ____________________
ARRIVAL DATE: February ________ HOUR: ______ __ M.*
DEPARTURE DATE: February ____________________

CONFIRMATION will be made by hotel. **CANCELLATION:** Notify Convention Bureau of changes and cancellations up to Feb. 1. After Feb. 1, make cancellations and changes directly with hotel. All reservations subject to availability.

ACCOMMODATIONS DESIRED:

_____ Single Room(s) *(1 room, 1 person, 1 bed)*
_____ Double Room(s) *(1 room, 2 persons, 1 bed)*
_____ Double/Double Room(s) *(1 room, 2 persons, 2 beds)*
_____ Triple Room(s) *(1 room, 3 persons, 2 beds)*
_____ Quad Room(s) *(1 room, 4 persons, 2 beds)*
_____ One Bedroom and Parlor *(Suite)*
_____ Two Bedrooms and Paror *(Suite)*

* Reservations will not be held after 6:00 p.m. unless arrival is guaranteed by credit card or advance payment of first night's lodging.

☐ Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with credit card:

Type ____________________
Number ____________________
Expiration Date ____________ Bank Number ____________

CONFIRM RESERVATIONS TO: Name ____________________ Phone: A/C ______ ____________
Address ____________________ City ____________ State ________ ZIP ________
ROOM(S) WILL BE OCCUPIED BY:

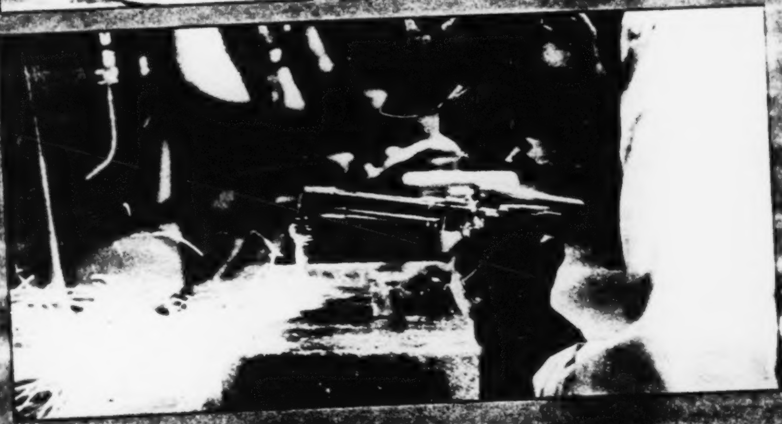
Name (please print)	*Address*	*City / State / ZIP*

TJCTA

Messenger

Convention Issue
Jan[illegible] 1989

The Community College Mission: Life-long Learning



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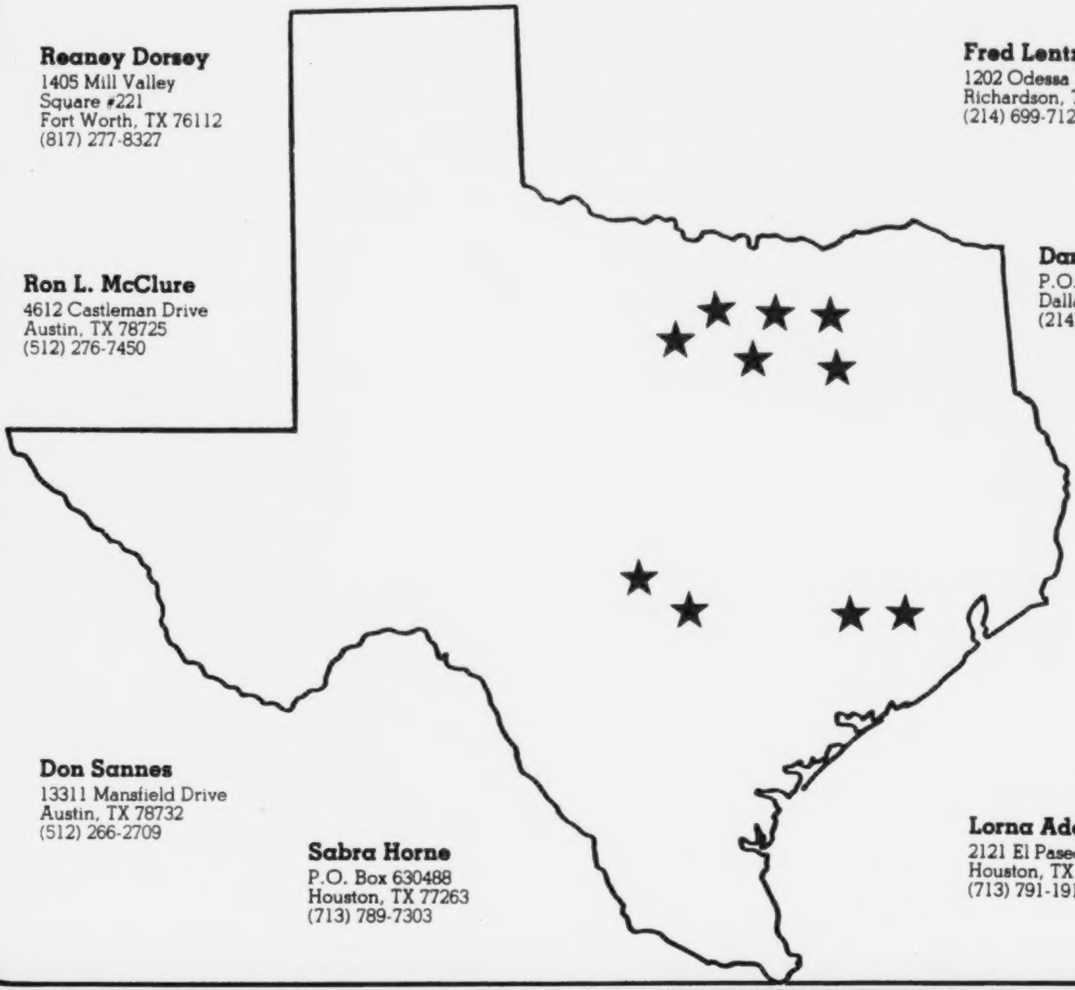

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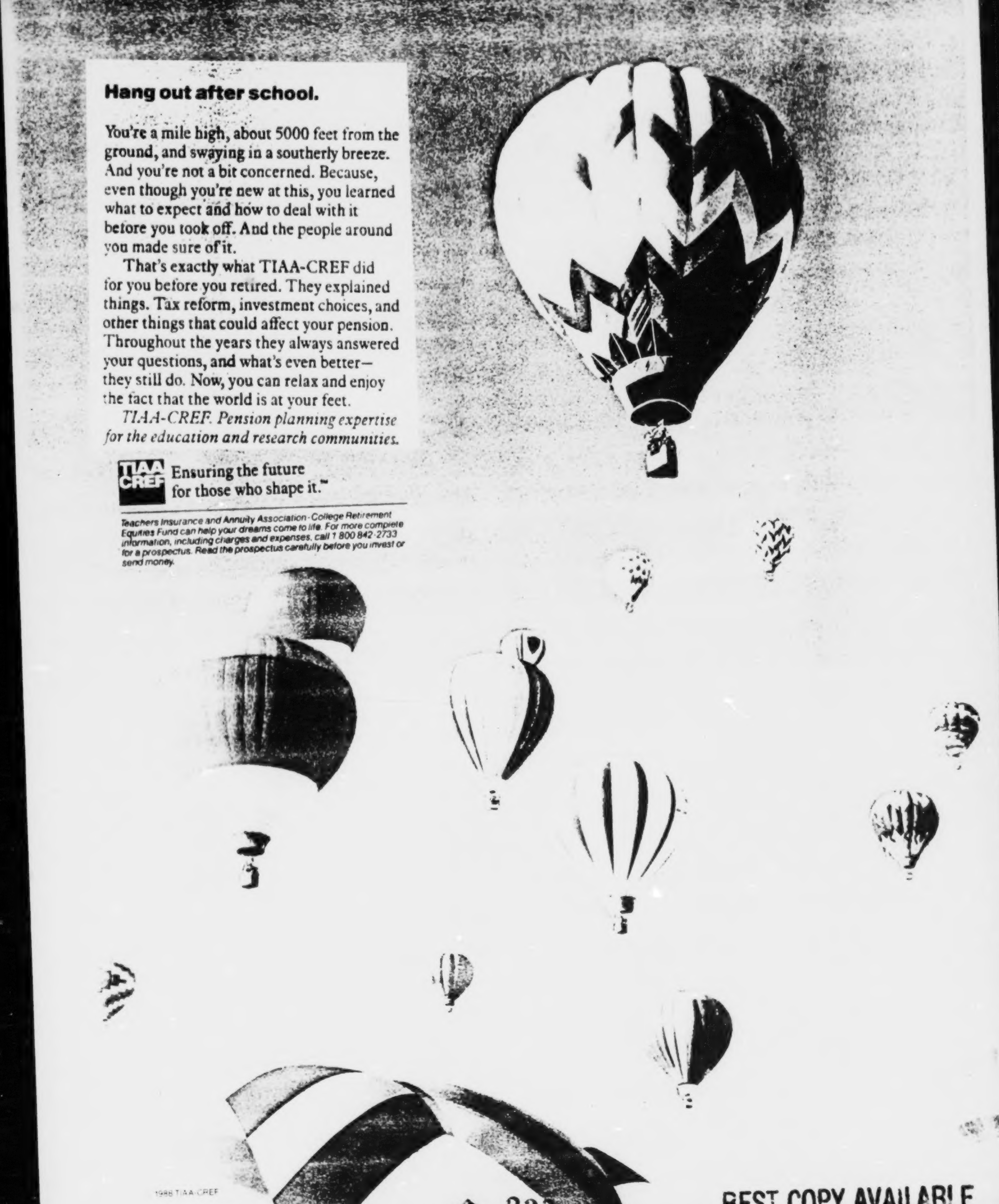

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The President's Message

This year's convention theme, "A Time of Testing", evokes a flood of memories for me—some of which, I must confess, are not totally pleasant ones. It takes me back to those days in the eighth grade when Miss Montgomery, my English teacher, would announce sternly to the class—always without warning and always, of course, on those days when I hadn't read the assigned short stories—"We are going to have a pop test." It also brings to mind the countless days throughout grade school, junior high, high school and later college that found me sitting in auditoriums or cafeterias or libraries in assigned seats (with, of course, at least two empty chairs between me and student neighbors)—waiting nervously to break the seal on the as yet unopened standardized test which lay before me. I can easily recall the panic and stress I felt at those moments and the questions which invariably were racing through my mind. Will I do well? Have my teachers in my classes and my own life experiences prepared me adequately for this test? Will I score high enough to "make the cut" so I can go on and do the things I want to do in the coming years?

More recently, I recall vividly the trauma of preparing the questions for the very first exam I gave as a college instructor—and, for that matter, the same uncertainties and doubts which engulf me today whenever I engage in student evaluation. What *do* I really want my students to have learned in this class and to retain for the future? How *can* I best measure that kind of learning? Have *I* done a good enough job in the classroom as a teacher to expect realistically that my students will be able to perform well on this exam?

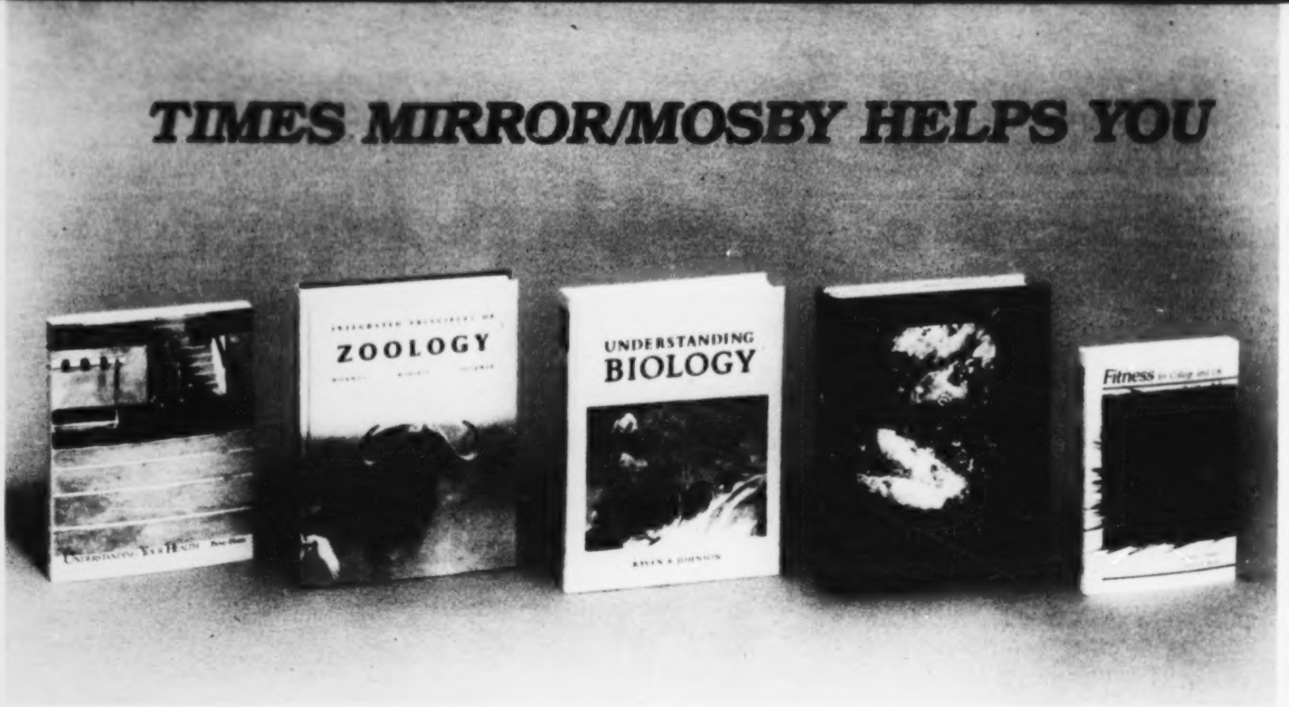
Today we, as two-year college educators in Texas, face a "time of testing" on several fronts. After several decades of unparalleled growth and expansion, we find ourselves confronted by an increasingly uncertain economic and political climate. At the state level, in the current legislative session, adequate funding for two-year college education is once again threatened by a multiplicity of legitimate interests which are vying with one another for scarce state monies. Additionally, in the coming months, we will each face a critical "time of testing" as we seek to implement the Texas Academic Skills Program (TASP) while, at the same time, we continue to provide all Texans with opportunities to enroll in college programs of their choice. If preliminary estimates by the Texas Higher Education Coordinating Board are accurate, more than 40 percent of the state's incoming freshmen will require remedial coursework in one or more academic areas and more than three-fourths of these students needing remediation will be sitting in our two-year college classrooms.

It is natural, and to be expected, that these "times of testing" will engender a certain amount of stress and trauma in our ranks. "Times of testing" have a way of summoning up all the most basic fears and doubts we hold regarding ourselves and our ability to perform. They are, by definition, times of proving oneself—times of accountability. But, at the same time, they also provide us with a rare opportunity to prove *to* ourselves—and others—that we *do* know—that we *have* learned—that we *can* compete and meet the challenge. And, even when we don't perform as well as we had hoped we would, "times of testing" are themselves growth experiences and always leave us with lessons learned and insights gained. Be assured that in the process of meeting head-on the difficult challenges which lie ahead, we will undoubtedly grow and mature—both as individuals and as educators.

I hope you will join us at our state convention in Austin later this month as we renew acquaintances with friends and colleagues from across the state and as we collectively reflect upon and gird ourselves for the "times of testing" which lie ahead.

Larry Shirts

Houston, Texas
February 1989



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NEW! BIOLOGY, 2nd Edition
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Because of its unique, evolutionary approach and treatment of the latest biological findings, the first edition of BIOLOGY has enjoyed success across the country. Now in its second edition, BIOLOGY continues to impress both students and faculty. The basic themes of the first edition that were so popular remain the same in the new edition — modern information, an evolutionary approach, full-color illustrations, useful teaching/learning aids, and helpful supplements. This carefully revised and reorganized second edition moves logically through the general fundamentals of biology in the first 27 chapters, and into the realm of biological diversity in the remaining chapters.

UNDERSTANDING BIOLOGY
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1988 (2518)

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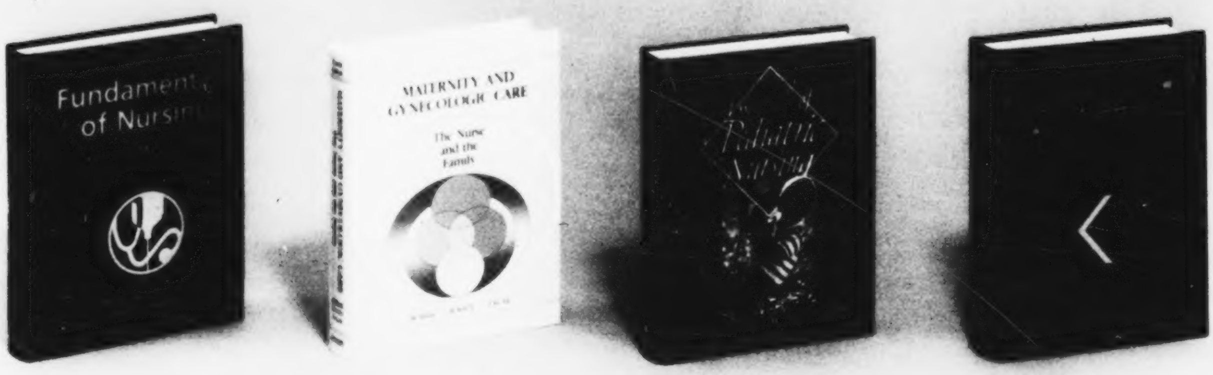

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FUNDAMENTALS OF NURSING, 2nd Edition, presents a comprehensive summary of the basic concepts, skills, and elements of nursing necessary for beginning students to learn and apply nursing theory and practice skills. The second edition has been updated to address critical concepts and issues affecting nursing practice today, such as infection control, home health care, and cultural diversity.

NEW! MEDICAL-SURGICAL NURSING: A Nursing Process Approach, 2nd Edition
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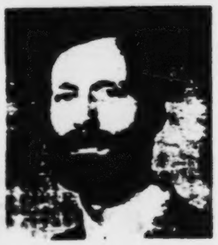

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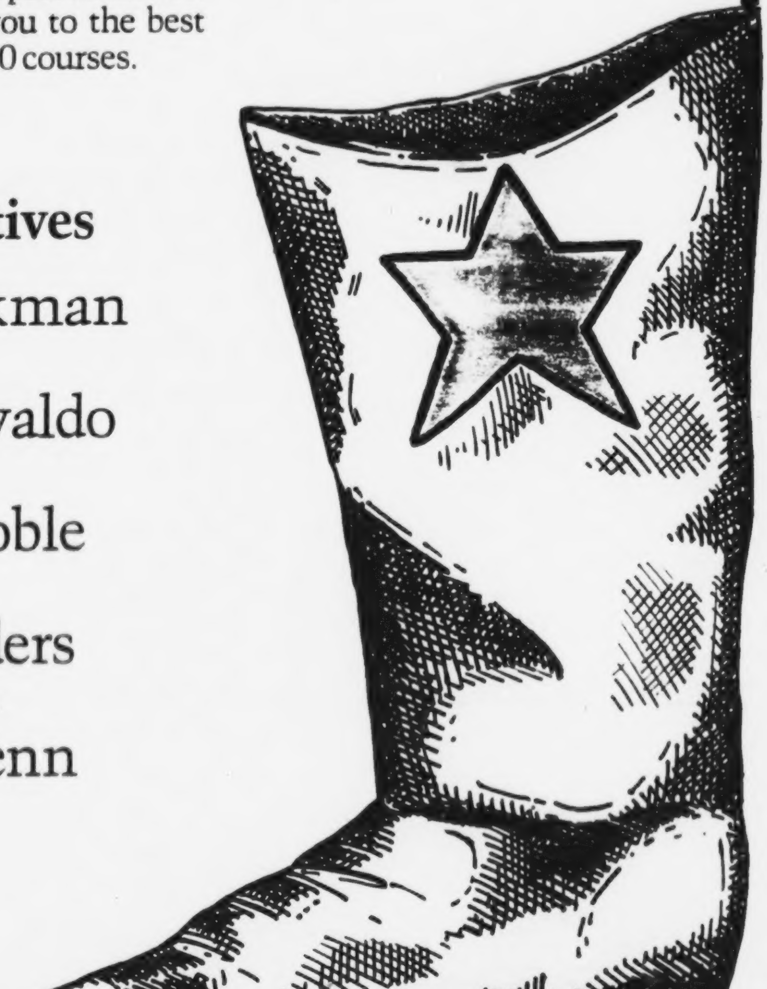

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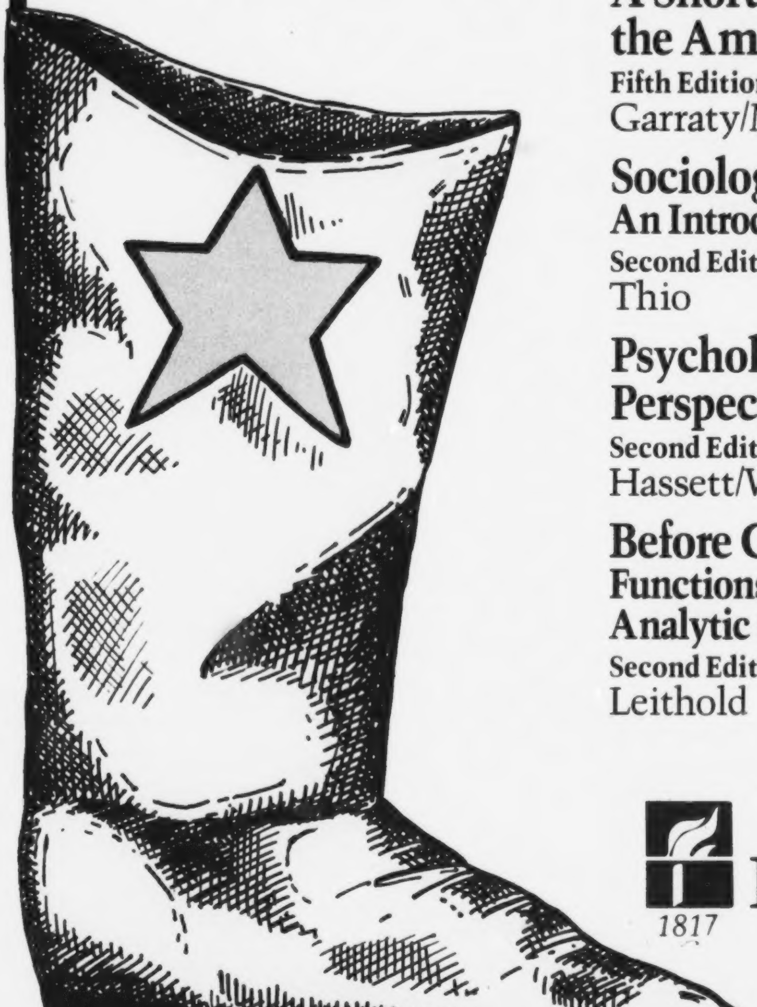

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CANDIDATES FOR STATE OFFICE, 1989-90

Officers of the Texas Junior College Teachers Association for 1989-90 will be elected during the balloting to be conducted at the convention on Friday, Feb. 17, 1989. Voting will be conducted in the election booth, located in the West Lobby Foyer of the Lester E. Palmer Auditorium in Austin. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 16, at which time floor nominations will be in order.

Only *professional* members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

Kenneth N. Locke
Blinn College

Educational Background: Alvin Junior College (1950, 1955-56); Sam Houston State University (BS, 1958; MA, 1961); postgraduate studies at The University of Texas at Austin, Kansas State University, University of Houston, and Texas A&M University.

Professional Experience: Instructor of Mathematics and Physics, Alvin High School and Alvin Community College (1958-63); Assistant Professor of Physics, Howard Payne University (1964-65); Instructor in Division of Continuing Education and Coordinator of Contracts and Grants, Kansas State University (1965-69); Instructor of Mathematics, Blinn College (1969-present).

Leadership Experience: TJCTA Campus Representative (1977-88); Member, TJCTA Nominating Committee (1985-86); Member, TJCTA Legislative Committee (1977-83); Blinn College Faculty Council (President, 1987-88; Vice President, 1986-87); Blinn College Faculty Constitution Committee (1984-85); Chairperson, Blinn College Committee on Faculty Organization (1984); Blinn College Faculty Association (President, 1977-78; Vice President, 1976-77).

Additional Information: Member, Mathematical Association of America; Member, American Mathematical Association of Two-Year Colleges; Member, First United Methodist Church of Brenham.

David J. Clinkscale
Tarrant County Junior College– South Campus

Educational Background: Southwest Texas State University (BA, 1971); University of Missouri–Columbia (MA, 1972); postgraduate studies at North Texas State University.

Professional Experience: Part-time government instructor, Tarrant County Junior College–Northeast Campus (1976-77); Instructor of Government, Tarrant County Junior College–Northwest Campus (1977-88); Coordinator of History/Government Department, TCJC-NW (1981-88), Instructor of Government, Tarrant County Junior College–South Campus (1988-present).

Leadership Experience: TJCTA State Vice President (1988-89); TJCTA State Secretary (1987-88); TJCTA State Treasurer (1986-87); TJCTA Legislative Committee (1982-86); Chairperson, Legislative Committee (1984-86); TJCTA Campus Representative (1980-86, 1988-89); Chairperson, TCJC-NW Campus Faculty Senate (1979-80); TCJC Professional Rights and Responsibilities Committee (1979-80); TCJC-NW Faculty Association President-Elect (1983-84); President (1984-85).

Additional Information: Member, Texas State Historical Association; Minnie Stevens Piper Professor (1984); Teaching Fellow, The Washington Center's Short Course at the 1984 Republican National Convention; Nominee, 1986 Chancellor's Award for Teaching Excellence, TCJC.

PLATFORM STATEMENTS

I have been involved in junior college education for 25 years and believe that our organization must continue to:

- work toward state funding that is equitable and related to the educational services provided to the state;
- protect the demographic integrity of each two-year college in the state;
- support efforts to enhance the state educational retirement systems;
- insure that the remediation program mandated by the legislature will be an addition to the mission of the two-year college and not a replacement for any of the existing programs;
- work with the Coordinating Board to maintain the academic transfer program.

—KENNETH N. LOCKE

Today, TJCTA is the most effective voice speaking for community college educators in Texas, and I offer the experienced leadership needed to protect and expand that voice in the future. If elected, I will continue to:

- work with legislators and policy makers in the interests of our profession;
- promote community colleges as the state's best educational investment;
- develop creative ways to increase our membership and enhance its services.

I have served you in every other elected office in our Association. I again offer my commitment of time and talent as I ask that you allow me to serve as your President-Elect.

—DAVID J. CLINKSCALE

CANDIDATES FOR VICE PRESIDENT

Evelyn Frank Burns
Houston Community College

Steve Dutton
Amarillo College

Educational Background: University of North Carolina (Certificate, Radiology, 1962); Houston Community College System (AAS, 1974); Midwestern State University (BS, 1978); University of Houston (MEd, 1985).

Professional Experience: Technical Specialist, Neuroradiology, University of North Carolina (1962-66); Instructor, Neuroradiology Center, Methodist Hospital, Houston (1967-72); Instructor and Department Head, Radiography, Houston Community College System (1972-present).

Leadership Experience: TJCTA Registration Committee (1988-89); TJCTA Section Chairperson (1978-79, 1981-82, 1984-85, 1986-87); President, Houston Community College Faculty Senate (1987-88); Chairperson, Southeast Texas Junior College Council for Radiography Programs (1986-present); Project Director, Carl Perkins Coordinating Board Grant (1987-88); Texas Society of Radiologic Technologists (Vice President, 1980-82, 1986-87; Coordinator for Scientific Papers and Exhibits, 1986-87); Faculty Representative, HCCS Administrative Council (1987-88); Texas Association for Staff, Program, and Organizational Development, Secretary-Treasurer (1985-87); HCCS Faculty Exchange to West Germany (1988); JRCERT, Program Site Visitor (1985-86); HCC College-wide Inservice Committee (1980-81); ASRT Affiliations and Professional Affairs Committees (1982-83); HCC Self-Study Committee.

Additional Information: Member, Association of Educators in Radiological Sciences; Team Member, Houston Chapter Habitat for Humanity; Member, Houston Forum Club; Candidate, HCCS Foundation Outstanding Teacher Award (1988); Adjunct Faculty in Radiology, Baylor College of Medicine.

Educational Background: West Texas State University (BS, 1968; MS, 1972); postgraduate studies at University of North Texas and West Texas State University.

Professional Experience: Instructor of Science, Adrian ISD (1968-70); Instructor of Science, Dalhart ISD (1972-73); Instructor of Biology, Amarillo College (1973-present); Biological Sciences Department, Amarillo College (Coordinator, 1986-88; Chairperson, 1988-present).

Leadership Experience: TJCTA State Secretary (1988-89); TJCTA Professional Development Committee (Chairperson, 1987-88; Secretary, 1984-87; Member, 1984-88); Member, TJCTA Subcommittee on Planning the Conference for Faculty Organization Leaders (1984-87); Member, TJCTA Subcommittee on Faculty Role in College Governance (1984-86); Member, TJCTA Resolutions Committee (1983-84); President, Amarillo College Faculty Association (1980-81); Amarillo College Faculty Senate (President, 1982-83; Member, 1983-85, 1986-88); Ombudsman for Academic Master Plan Task Force, Amarillo College (1987-present); Amarillo College Committee for Faculty Evaluation (1981-present); Amarillo College Election Committee (1977-present); Amarillo College Committee for Computer Instructional Users (1982-83); Amarillo College Retention Committee (1979-80); Amarillo College Self-Study Committee on Organization and Management Systems (1980-81).

Additional Information: Assistant Director, High Plains Regional Science Fair (1986-present); Assistant Scoutmaster, Boy Scouts of America (1986-present); Board of Directors, Greater Amarillo Chapter of American Red Cross (1988-present); American Association for the Advancement of Science (1975-88).

PLATFORM STATEMENTS

TJCTA is the only professional organization which serves every professional in Texas junior colleges. I am committed to strengthening service especially TJCTA's work with the Texas legislature for increased funding and education for legislators to better understand the role junior colleges play in the development of communities.

I have been a member of TJCTA since 1975 and I will continue to work for increasing membership and improving the effectiveness of the organization by:

- maintaining professional standards;
- increasing grass-roots organizations on campuses;
- encouraging increased faculty role in institutional governance.

—EVELYN FRANK BURNS

I believe in TJCTA. It has been effective with legislative matters of importance to all community colleges. Through the work of its committees, TJCTA keeps its members informed of problems and prospects for two-year colleges in Texas.

We need to continue our work with the Legislature and keep our membership informed so that we can broaden communication throughout the Association. The Association needs to help our members remain accountable to their students, their communities, and the state.

We need to strengthen the teaching profession and thus raise our standards and help make our profession the best it can be.

—STEVE DUTTON

CANDIDATES FOR SECRETARY

Laura L. Wyman
Vernon Regional Junior College

Marilyn J. Lancaster
Western Texas College

Educational Background: Midwestern University (BA., 1964, MA., 1967); Additional graduate study, University of Nebraska–Lincoln; Studied in Greece and China.

Professional Experience: Graduate Assistant, Midwestern State University (1965-67); Teaching Associate, University of Nebraska-Lincoln (1967-70); Instructor of History, College of St. Mary, Omaha, Nebraska (1970-72); Chairperson, Division of Business and Social Science, Vernon Regional Junior College (1975-83); Instructor of History, Vernon Regional Junior College (1972-present).

Leadership Experience: TJCTA State Treasurer (1988-89); TJCTA Legislative Committee (Vice Chairperson, 1986-87; Member, 1985-88); TJCTA Membership Services Committee (Chairperson, 1983-84; Member, 1982-85); TJCTA Campus Representative (1987-present); Vernon Regional Junior College Faculty Forum (President, 1987-88, 1985-86, 1975-76, 1974-75; Parliamentarian, 1984-85, 1986-87); VRJC Personnel Committee (Chairperson, 1987-88, 1988-89; Member, 1985-present); VRJC Administrative Council (1985-88); VRJC Academic Council (1975-83); VRJC Faculty Committee on Policies and Procedures (Chairperson, 1978-80; Member, 1978-82); VRJC Public Information Committee (1982-84); VRJC Catalog and Curriculum Committee (1975-83); VRJC Student Discipline Committee (1977-78); VRJC Tenure Advisory Committee (1975-76); VRJC Presidential Search Advisory Committee (1981-82).

Additional Information: Notable Woman of Texas (1985); Wilbarger County Sesquicentennial Committee (1984-86); Member: Organization of American Historians, Southwestern Historical Association, Western History Association, Phi Delta Kappa, Phi Theta Kappa, Pi Gamma Mu, Alpha Chi.

Educational Background: Texas Tech University (BS Ed, 1975; MS Ed, 1977).

Professional Experience: Assistant Professor of Developmental Education and English, Western Texas College (1980-present).

Leadership Experience: TJCTA Professional Development Committee (Member, 1988-89; Chairperson, TASP Subcommittee, 1988-89); Co-Chairperson, Western Texas College Faculty Committee, SACS Self-Study (1987-88); Member, WTC Admissions and Registration Committee (1986-88); Member, Executive Committee, WTC Faculty Association (1988-89); Member, WTC Lone Star Implementation Committee (1988-89); Nominee, Texas Association of Developmental Educators Award of Outstanding Developmental Educator (1986); Chairperson, TJCTA English Section (1984).

Additional Information: Grant recipient, National Endowment for the Humanities (1981); WTC Piper Professor Nominee (1982); Member, Southwest Regional Conference on English in the Two-Year College; Member, Texas Association of Developmental Educators; Member, Texas Association for Staff, Program, and Organizational Development.

PLATFORM STATEMENTS

The Texas Junior College Teachers Association is the most important organization to which a junior college employee can belong because it speaks in a united voice for Texas junior colleges. My experience as a committee member and as an officer of the Association gives me the insight to peform the duties of Secretary and to work within TJCTA to:

- uphold the positions of TJCTA in the public forums of the state;
- cooperate within the organization to formulate and achieve concrete goals;
- maintain the integrity of TJCTA as the voice of junior college employees;
- further the professional interests of the members.

—LAURA L. WYMAN

In the months ahead, Texas community junior colleges will be asked to demonstrate that they can do what we say they can do. Teachers will need strong representation, and no other organization can compare its voice with the clarity, responsibility, and authority with which TJCTA speaks.

If elected, I will work to:

- strengthen TJCTA representation before the legislature and state agencies to secure adequate funding;
- stress the important and unique role of the two-year college in providing quality educational opportunities;
- maintain academic freedom and promote the professional interests of community junior college teachers.

—MARILYN J. LANCASTER

CANDIDATES FOR TREASURER

Royce L. Granberry
Texarkana College

Brian Keith Dille
Odessa College

Educational Background: Texarkana College (AS, 1963); East Texas State University (BS, 1965; MS, 1966); Oklahoma State University (Ed.D, 1971).

Professional Experience: Teaching Assistant, East Texas State University (1965); Instructor, Assistant Professor, Associate Professor, and Professor of Agriculture and Biology, Texarkana College (1966-present); Department Chairperson (1972-75); Adjunct Professor, East Texas State University at Texarkana (1975-86); Chairperson, Division of Science and Technology, Texarkana College (1978-present).

Leadership Experience: Member, TJCTA Professional Development Committee (1979-80, 1980-83); Chairperson, TJCTA Agriculture Section (1975, 1979, 1984); Member, Texarkana College Faculty Association Welfare Committee (1983); Member, Self Study Steering Committee (1983); Texarkana College Staff Development Committee; Member, Bi-Collegiate Science Coordinating Committee of Texarkana College and East Texas State University at Texarkana; Chairman, Cooperative Library Committee, Texarkana College and East Texas State University at Texarkana.

Additional Information: Member, Phi Delta Kappa; Nominee, Minnie Stevens Piper Professor (1988).

Educational Background: Illinois State University (BA, 1971); The University of Texas Austin (MA, 1977); The University of Texas of the Permian Basin (postgraduate studies, 1980-87); Texas Tech University (doctoral student in Higher Education, 1986-present).

Professional Experience: Teaching Assistant, The University of Texas at Austin (1971-73); Graduate Assistant, The University of Texas at Austin (1974); Part-time Instructor of Government, Austin Community College (1977-78); Associate Professor of Government, Odessa College (1978-present); Political Science Adjunct, The University of Texas of the Permian Basin (1984-present).

Leadership Experience: TJCTA Legislative Committee (1988-present); Participant, TJCTA Leadership Conferences (1984-88); Odessa College Academic Senate (President, 1985-87; Senator, 1983-present; Salary Committee, 1984-86); Odessa College Staff Development Committee (1985-86); Odessa College Honors Program Committee (1988-present).

Additional Information: Member, Community College Social Science Association (1986-present).

PLATFORM STATEMENTS

TJCTA must continue to pursue an active and progressive course in addressing crucial issues facing education in Texas, particularly those having impact upon two-year colleges. The Association's vigorous representation before the legislature and state agencies as well as leadership and support in professional development and academic freedom and excellence must be maintained.

It will be an honor for me to serve the Association in these endeavors.

—ROYCE L. GRANBERRY

TJCTA is the most effective organization representing community colleges in Texas. The continuing state fiscal uncertainty makes TJCTA even more vital today for maintaining the high level and quality of education in Texas community colleges. Knowledgeable, experienced, committed leadership is essential to maintain its effective advocacy role for community colleges. If elected to the office of Treasurer, I pledge to:

- devote the necessary time, energy, and resources to help TJCTA and its members meet these challenges;
- work with and support the Executive Committee to make TJCTA an even more effective organization; and
- faithfully administer the financial affairs of TJCTA.

—BRIAN K. DILLE

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1989-90 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1989-90. I expect to be absent from the convention to be held February 16-18, 1989.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

Member's Signature ______________________________

PRINT Name ______________________________

College ______________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 8.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 14, 1989. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

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The World of Words: Vocabulary for College Students
Second Edition
Margaret Ann Richek, Northeastern Illinois University

The Resourceful Writer: A Basic Writing Course
William H. Barnwell

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Charles Bazerman, Baruch College,
City University of New York
Harvey S. Wiener, LaGuardia Community College,
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Jack Blum, Long Beach City College
Carolyn Brinkman, Long Beach City College
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CONVENTION GENERAL SESSION SPEAKERS

STATE OFFICIAL TO ADDRESS OPENING SESSION

Ann W. Richards

A traditional Texas-style barbecue will be the kick-off function for the 1989 TJCTA convention. Scheduled to begin at 7:30 p.m., Thursday, Feb. 16, the event will be held in Austin's Lester E. Palmer Auditorium.

Preceding the meal will be an informal reception from 7:00 to 7:30, hosted by Merrill Publishing Company. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the Association.

Featured speaker for the convention's opening session will be Ann W. Richards, State Treasurer of Texas and probable candidate for Governor in 1990. Ms. Richards gained national prominence as the keynote speaker at this year's national Democratic convention in Atlanta.

Ms. Richards, 55, was born near Waco, the only child of hard-working parents. She attended Baylor University, graduating with a liberal arts degree. While at Baylor she married her high school sweetheart, and upon graduation they moved to Austin where she taught school and he attended law school. They later moved to Dallas where Ms. Richards became active in local politics. In 1969, the family returned to Austin, and she remained involved in political activities. In 1976, Ms. Richards ran for public office, defeating the incumbent for a seat on the Travis County Commissioners Court. She was easily re-elected in 1980, but resigned in 1982 to run for State Treasurer. Winning the election with more votes than any other statewide elected official, she became the first woman elected to statewide office in Texas in 50 years. In 1986, she was re-elected without opposition from either major party.

Tickets for the barbecue will be sold for $15 and ***must be purchased in advance***. Barbecue tickets will not be available at the door. Tickets may be ordered by mail, using the form on the left. Ticket orders should be received in the TJCTA state office by Feb. 10.

For those unable to attend the barbecue but who wish to hear Ms. Richards's address, seating will be available in the auditorium at 8:00 p.m.

REQUEST FOR BARBECUE TICKETS

Please send __________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 16, 1989, at the Lester E. Palmer Auditorium in Austin.

My check in the amount of $______________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 14, and that **no refund will be made for reservations cancelled after that time.** (Barbecue tickets are transferable.)

☐ Hold tickets to be picked up at the convention registration desk under my name.

☐ Mail tickets to me at the address shown below.

Name ______________________________

Address ______________________________

____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 10 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

"A TIME OF TESTING" IS FRIDAY SESSION TOPIC

Edward A. Morante

Speaker for the Friday afternoon general session will be Edward A. Morante, an educational psychologist, currently director of the College Outcomes Evaluation Program of the New Jersey Department of Higher Education. Morante will speak on the convention theme, "A Time of Testing," drawing on a wide range of professional experiences.

Prior to his present position, Morante served as the director of the Basic Skills Assessment Program for New Jersey—a program similar in purpose and scope to the Texas Academic Skills Program (TASP) soon to be implemented in this state. In that post, Morante coordinated the New Jersey statewide program of student testing and program evaluation among 30 public and 10 private postsecondary institutions. He administered the contract for development and scoring of the skills test and was responsible for providing technical assistance to colleges involved in the program. He supervised the staff supporting activities of the New Jersey Basic Skills Council and its four advisory committees. He also served on the advisory committees on mathematics, assessment, reading and writing, essay review, and cultural bias.

"Dr. Morante is uniquely qualified to speak to the major issues and concerns of Texas community college educators at this critical time," said TJCTA state president Larry Shirts. "As Texas prepares for implementation of the TASP evaluation and remediation program, we should be able to learn a great deal from Dr. Morante, who was centrally involved in a strikingly similar program in New Jersey," Shirts said. "While all college and university educators in Texas must be somewhat familiar with the academic skills program, few of us have had the opportunity to hear from a colleague who has been a first-hand participant in such a program elsewhere," Shirts pointed out.

Morante holds the Bachelor of Science degree in psychology from Manhattan College and the Master of Education and Doctor of Education degrees in counseling psychology, both from Teachers College of Columbia University. He previously taught undergraduate courses in adolescent and educational psychology. He is author and co-author of numerous papers and journal articles and is a frequent speaker at professional meetings. Morante is a member of many professional societies and associations, including the American Psychological Association and the New Jersey and National Associations of Developmental Educators. He previously served as editor of the journal of the New Jersey Association of Developmental Educators. He engages in a broad range of consulting activities for educational institutions, on such topics as board policies and procedures, personnel selection, and higher educational outcomes assessment.

Morante's address will be delivered at the convention's second general session, scheduled to begin at 2:00 p.m., Friday, Feb. 17, in the theater of the Lester E. Palmer Auditorium. Following presentation of his prepared remarks, Morante will respond to questions from the audience.

ANNENBERG/CPB PROJECT TO HOST BREAKFAST

TJCTA members interested in learning more about the video-based and audio-print courses developed by the Annenberg/CPB Project are invited to a continental breakfast during this month's TJCTA convention in Austin. The session will be from 7:30 to 8:45 a.m., Saturday, Feb. 18, in Texas Ballroom–V of the Hyatt Regency hotel.

The Annenberg/CPB Project is a project of the Corporation for Public Broadcasting and the Annenberg School of Communications. According to Project officials, "expanding opportunities for individuals to acquire a quality college education is the goal of the Annenberg/CPB Project." Since 1981 it has provided support for the development of a collection of courses that can be offered to students at times and places more convenient than the traditional classroom hours. Presently, a total of 38 courses are now either in production or available for use. The video-based courses are delivered via the nation's public television and cable stations, thus assuring that they can reach informal as well as formal learners. The courses are also available on cassette, as are the audio-based courses, so that learners can have convenient access to the materials.

The Project's courses can be adopted by individual colleges and offered for credit. They are also available for supplemental use in traditional classrooms and for informal learning outside the classroom. All of the courses are designed for students seeking baccalaureate degrees in the liberal arts and sciences.

The subject matter of the courses covers the entire undergraduate curriculum, including the humanities, the social sciences, the natural sciences, and mathematics. Course formats vary, depending on what combinations seem most appropriate for specific subjects.

At the TJCTA meeting, several segments of video-based courses will be shown and print materials will be distributed.

COSMETOLOGY SECTION TO HEAR CONSULTANT

Toni G. Buckner

Speaker for both meetings of the TJCTA Cosmetology Section at this month's convention will be Toni G. Buckner, consultant for a cosmetics distributor and an independent businesswoman in League City. Ms. Buckner will lead participants in a "New Image Workshop," discussing such topics as color analysis, skin care, fashion updates, and professional dress tips.

Plans for the Cosmetology Section meetings were developed by Rebecca Stafford of the Central Campus of San Jacinto College.

"WRITING ACROSS THE CURRICULUM" IS TOPIC FOR PROFESSIONAL DEVELOPMENT SEMINAR

Diane Martin Jordan

Judy Lambert

Delryn Fleming

Three writing instructors from colleges in the Dallas County Community College District will lead a professional development workshop during this month's TJCTA convention in Austin. The workshop topic is "Writing in Your Courses from Armadillos to Zennias."

The session—an added feature of the annual TJCTA meeting—is planned as a project of the TJCTA Professional Development Committee.

Workshop leader will be Diane Martin Jordan, a 1988 Minnie Stevens Piper Professor and member of the Eastfield College faculty. She has taught in the Dallas County district since 1970 and presently teaches developmental writing, creative writing, and technical writing. She is co-leader of the Eastfield Writing Across the Curriculum Mentor Program.

Judy Lambert teaches composition and interdisciplinary writing courses at Richland College. She initiated Writing Across the Curriculum programs in the Dallas District and is coordinator of the program at Richland.

Delryn Fleming has been an instructor in the Dallas County Community College District since 1972. A veteran of developmental writing for ten years, then freshman composition, she is currently director of the Writing Across the Curriculum program at Brookhaven College.

Workshop leaders will describe briefly the variety of writing programs at their respective campuses.

"Recognizing that good writing and good thinking go hand in hand, colleges throughout the nation have begun to encourage student writing assignments in all courses," according to Dr. Jordan. "In order to make these writing experiences successful for both students and instructors, teachers need to understand the writing process, the importance of developing good assignments, and the necessity of being facilitators in the writing process," she said. The TJCTA workshop will involve participants in writing. Then, through discussions and shared experiences, participants will consider the value of writing in all disciplines and the value of the instructor as facilitator, according to Dr. Jordan.

The workshop is scheduled to begin at 7:30 a.m., Friday, Feb. 17, in Meeting Room 3 West of the Lester E. Palmer Auditorium in Austin. The session will be repeated Friday at 12:30 p.m.

CHILD DEVELOPMENT EDUCATORS TO MEET

The Texas Community College Child Development Educators Association will meet in conjunction with the annual TJCTA convention. Both meetings of the group will be held in Hill Country–A of the Hyatt Regency hotel.

Joni Yoakam

Speaker for the Friday session will be Joni Yoakam, Coordinator of the Child Care Associate Degree Program at Amarillo College, whose topic will be "The Most Important Person!"

Saturday's program will consist of a discussion of child development media by Linda A. Ard, Del Mar College; Pat Kennedy, Eastfield College; and Norma L. Ziegler, San Antonio College.

Plans for the Child Development Educators programs were arranged by Melonye A. Curtis, Amarillo College.

ENGLISH SECTION TO HEAR PROFESSORS

TJCTA members attending the English Section meetings during the annual convention in Austin will have the opportunity to hear two noted professors.

Andrea A. Lunsford

Andrea A. Lunsford, Vice Chair for Rhetoric and Composition in the Department of English at Ohio State University, will speak at the Friday meeting. Her topic will be "Putting Error in its Place—A Research and Teaching Report."

Speaker for Saturday's English Section meeting will be Lee A. Jacobus, Professor English at the University of Connecticut, whose topic will be "What Teachers Teach... What Writers Learn."

Patricia F. Archer, Northeast Texas Community College, chairs the English Section this year.

SMP

Visit John and Kathleen at Booths 11, 12, and 13

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TEACHING TECHNIQUES IS SPEECH AND THEATRE SECTION TOPIC

"Reach Out and Touch—With Words!" will be the topic of a workshop on the teaching of public speaking in the classroom, scheduled for the Friday session of the TJCTA Speech and Theatre Section.

The workshop will be led by Drs. Michael and Suzanne Osborn of Memphis, Tennessee. Michael Osborn is past president of the national Speech Communication Association and was the first recipient of the Douglas Ehninger Distinguished Rhetorical Scholar award. Suzanne Osborn holds her Ph.D. in psychology. The Osborns are co-authors of the widely-adopted speech textbook, *Public Speaking* (Houghton Mifflin Company, 1988). Both Osborns are visiting professors this year at the University of California at Davis.

Michael Osborn

In their workshop for the TJCTA meeting, the Osborns will explain their personal approach to the public speaking classroom and how they create what they call a "nurturant environment" for speech development. They will discuss model syllabi and possible sequences for speech assignments as well as some "dos and don'ts" of classroom instruction. They will conclude by showing videotapes of several student speakers and will indicate how they approach the problem of classroom evaluation.

Saturday's meeting of the Speech and Theatre Section will feature a visit to Austin's Capitol City Playhouse, just a few blocks from the convention location.

Arrangements for the section meetings this year were made by Debra J. Foster, Temple Junior College.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the eighth consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances. David Bell, business instructor at Richland College, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 17, in Meeting Room 1 West of the Lester E. Palmer Auditorium in Austin. The seminar will be repeated at 12:30 p.m., the same day.

David Bell

Bell holds BBA and MBA degrees from Stephen F. Austin State University. Certified as a financial planner and enrolled to practice before the Internal Revenue Service, Bell teaches income tax and personal money management at Richland College.

During the TJCTA seminar, Bell will give special attention to optional retirement programs and tax-deferred arrangements.

Plans for the seminar were developed by the TJCTA Membership Services Committee chaired by Ann Cartwright, San Jacinto College–Central Campus. Bell's appearance was arranged by Evelyn Sconce, Richland College, a member of the committee.

INTERNATIONAL BUSINESS TO BE DISCUSSED

"International Business in Today's Global Economy" is the topic of the discussion in the Business Administration Section meeting scheduled for Saturday, Feb. 18. Speaker will be the noted educator and author, Leon C. Megginson, Professor of Business Studies and Chairperson of the Division of Business Administration and Computer Sciences at Mobile College in Alabama.

Megginson received the MBA and Ph.D. degrees from Louisiana State University. He previously served on the LSU business faculty. He has been president of the Southwestern Social Science Association, the Southern Management Association, and the Case Research Association. His extensive research has resulted in more than 100 business case studies and 50 journal articles. In addition, he is the author or co-author of 11 books. Megginson frequently serves as consultant to domestic and foreign businesses, including such firms as Exxon, Texaco, Crown-Zellerbach, and the National Rural Electric Cooperative Association.

In Friday's Business Administration Section meeting, O. C. Ferrell, Professor of Marketing at Texas A&M University, will speak on business ethics. Ferrell holds the MBA from Florida State University and the Ph.D. from Louisiana State University. Prior to his appointment to the A&M faculty, he taught at Illinois State University and Southern Illinois University. He is the author or co-author of nine books and numerous articles on such topics as ethics, consumer affairs, and research methodology. Among many professional responsibilities, Ferrell is active in the American Marketing Association, chairing its committee on marketing ethics.

Plans for the Business Administration Section meetings were developed by Rajiv R. Malkan, Lamar University at Orange, who serves this year as section chairperson.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Dates and Sites of Future Conventions

1990-1993

February 15-17, 1990 .... San Antonio (Marriott Hotel Rivercenter)
February 21-23, 1991 .... Dallas/Fort Worth Airport (Hyatt Regency Hotel)
February 27-29, 1992 .... Houston (Hyatt Regency Hotel)
February 18-20, 1993 .... Austin (Lester E. Palmer Auditorium)

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FEBRUARY 16-18, 1989 **AUSTIN, TEXAS**

Convention Theme:

"A Time Of Testing"

Convention-At-A-Glance

THURSDAY—FEBRUARY 16, 1989

8:00 a.m.– 5:00 p.m.	Special Meetings (to be announced)
12:00 Noon–10:00 p.m.	Convention Registration—West Foyer, Palmer Auditorium
1:00– 4:00 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00– 5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committees—Meeting Room 1 East, Palmer Auditorium
7:00– 7:30 p.m.	Reception hosted by Merrill Publishing Company—Palmer Auditorium Theater
7:30– 9:00 p.m.	BARBECUE AND FIRST GENERAL SESSION—Palmer Auditorium Theater

FRIDAY—FEBRUARY 17, 1989

5:55 a.m.	Fitness Walk and Run—Meet in Hyatt Regency Lobby
7:30– 8:45 a.m.	Financial Planning Seminar—Meeting Room 1 West, Palmer Auditorium (repeated at 12:30 p.m.)
7:30– 8:45 a.m.	Professional Development Seminar—Meeting Room 3 West, Palmer Auditorium (repeated at 12:30 p.m.)
8:00 a.m.– 5:00 p.m.	Convention Registration—West Foyer, Palmer Auditorium
8:00 a.m.– 5:00 p.m.	Exhibits Open—Palmer Auditorium
8:00 a.m.– 5:00 p.m.	Polls Open (Election of Officers)—West Foyer, Palmer Auditorium
9:00– 10:30 a.m.	Section Meetings for Some Sections
11:00 a.m.–12:30 p.m.	Section Meetings for Remaining Sections
12:30– 1:45 p.m.	Financial Planning Seminar—Meeting Room 1 West, Palmer Auditorium (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Professional Development Seminar—Meeting Room 3 West, Palmer Auditorium (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Symposium on Educational Computing—Meeting Room 3 East, Palmer Auditorium
2:00– 4:00 p.m	SECOND GENERAL SESSION—Palmer Auditorium Theater
4:30– 6:00 p.m.	Special Meetings (listed elsewhere on this page)
5:00– 7:00 p.m.	Reception hosted by Houghton Mifflin Company–College Division—Branchwater, Hyatt Regency Lobby *(Admission by convention badge only)*
9:00 p.m.– 1:00 a.m.	Dance for TJCTA Members and Invited Guests—Texas Ballroom, Hyatt Regency *(Admission by convention badge only)*

SATURDAY, FEBRUARY 18, 1989

5:55 a.m.	Fitness Walk and Run (for "Early Birds")—Meet in Hyatt Regency Lobby
6:55 a.m.	Fitness Walk and Run (for Late Sleepers)—Meet in Hyatt Regency Lobby
8:00–11:30 a.m.	Convention Registration—West Foyer, Palmer Auditorium
8:00–11:30 a.m.	Exhibits Open—Palmer Auditorium
9:00–10:15 a.m.	Section Meetings for Some Sections
10:30–11:45 a.m.	Section Meetings for Remaining Sections
11:45 a.m.	Adjournment
12:00 Noon– 3:00 p.m.	Special Meetings (to be announced)

TJCTA COMMITTEE MEETINGS
Thursday, February 16, 1989
Lester E. Palmer Auditorium

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee	1:00–3:00 p.m.—Meeting Room 6 East
Legislative Committee	1:00–3:00 p.m.—Meeting Room 5 East
Membership Services Committee	1:00–3:00 p.m.—Meeting Room 4 East
Editorial Review Board	1:00–3:00 p.m.—Meeting Room 3 East
Auditing Committee	2:00–3:00 p.m.—Meeting Room 2 East
Resolutions Committee	3:00–4:00 p.m.—Meeting Room 1 East
Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons	4:00–5:00 p.m.—Meeting Room 1 East

SPECIAL MEETINGS

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, Feb. 16, 8:00 a.m.–12:00 Noon—Hill Country–B, Hyatt Regency—Chairperson: Dale F. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 16, 2:00–5:00 p.m.—Big Thicket Room, Hyatt Regency—Gaynelle H. Hayes, Galveston College, President

The First Gathering of Texas "Leaders"—Reception honoring present and former participants in the National Institute for Leadership Development, hosted by Amarillo College. Special invitation to presidents, mentors, and leaders. Thursday, Feb. 16, 5:30–7:00 p.m.—Big Bend Room, Hyatt Regency

Placement Association of Texas—Friday, Feb. 17, 12:30–1:45 p.m.—Big Bend–A, Hyatt Regency—Leon Kilpatrick, McLennan Community College, President

Texas Mathematical Association of Two-Year Colleges (TexMATYC)—Friday, Feb. 17, 4:30–6:00 p.m.—Meeting Room 2 East, Palmer Auditorium—Tommy Thompson, Brookhaven College, President

Retirement Seminar (for retired and soon-to-be-retired members)—Friday, Feb. 17, 4:30–6:00 p.m.—Meeting Room 3 West, Palmer Auditorium—"TRS and You," Gary Thompson, Director of College, University, and Governmental Relations, Teacher Retirement System of Texas; "Social Security and the Retired," Betty Grubbs, retired Social Security employee; "Elderhostel Travel Programs," Mitchell Grossman, Professor of Government *Emeritus*, San Antonio College

Wellness Program Networking—Friday, Feb. 17, 4:30–6:00 p.m.—Meeting Room 1 West, Palmer Auditorium—Informal discussion for administrators, faculty, and staff from schools with wellness programs or those interested in establishing such programs—Ellen H. Brennan, Wellness Awareness Coordinator, San Antonio College; and V. Sue Jones, Chairperson, Physical Fitness Technology, North Lake College

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 17, 4:30–6:00 p.m.—Big Thicket Room, Hyatt Regency—Clifford Wood, Grayson County College, State Adviser

The Annenberg/CPB Project—Continental Breakfast, featuring segments of video-based courses—Saturday, Feb. 18, 7:30-8:45 a.m.—Texas Ballroom–V, Hyatt Regency

Southwest Regional Conference on English in the Two-Year College—Executive Committee—Saturday, Feb. 18, 9:00-10:15 a.m.—Meeting Room 3 East, Palmer Auditorium—Dale T. Adams, Lee College, President

TEXAS JUNIOR COLLEGE ASSOCIATION
Annual Luncheon Meeting
Friday—February 17—12:00 Noon–1:30 p.m.
Panhandle Room—Hyatt Regency
A. Rodney Allbright, Alvin Community College, President
"What Can We Learn from Each Other?"
Guest Speaker: Al Smith, Director,
Community College Leadership Program,
University of North Texas

CONVENTION GENERAL SESSIONS

First General Session

Thursday, February 16, 7:30 p.m. .... Palmer Auditorium Theater
Presiding .... Larry G. Shirts, North Harris County College, President, Texas Junior College Teachers Association
Business Session
ADDRESS .... THE HONORABLE ANN W. RICHARDS, State Treasurer of Texas

Second General Session

Friday, February 17, 2:00 p.m. .... Palmer Auditorium Theater
Presiding .... Larry G. Shirts, North Harris County College, President, Texas Junior College Teachers Association
Business Session
ADDRESS—"A Time of Testing" .... EDWARD A. MORANTE, Director, College Outcomes Evaluation Program, Department of Higher Education, Trenton, New Jersey

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CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1989 convention:

Professional, Associate, Student, and Unaffiliated Members	$ 15
Immediate Family of Registered Members (above 18 years of age) *(provided the guests are not themselves eligible for professional membership)*	$ 5
Guests of the Association:	
Program Participants *(not eligible for professional membership)*	No charge
Representatives of Exhibitors *(not eligible for professional membeship)*	No charge
All Others	$ 40

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO WEAR CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Each section will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.)

ACCOUNTING

Chairperson: BILLIE M. CUNNINGHAM, Collin County Community College

Friday, 9:00–10:30 a.m.—Texas Ballroom–II, Hyatt Regency

"Current Developments in Managerial Accounting," Charles T. Horngren, Professor of Accounting, Graduate School of Business, Stanford University

Saturday, 10:30–11:45 a.m.—Texas Ballroom–II, Hyatt Regency

"The Statement of Cash Flow: How and Why?" Thomas P. Klammer, Professor of Accounting, University of North Texas

AERONAUTICAL TECHNOLOGY

Chairperson: WAYNE E. EADES, St. Philip's College

Friday, 11:00 a.m.–12:30 p.m.—Big Bend–D, Hyatt Regency

"Introduction of the Porche-Powered Mooney M20L," Steve Sennett, Customer Relations, Mooney Aircraft, Kerrville

Saturday, 9:00–10:15 a.m.—Big Bend–D, Hyatt Regency

"Education and the Future of Aviation in Texas," Patrick R. Shaub, Education Coordinator, Texas Aeronautical Commission

AGRICULTURE

Chairperson: RANDALL H. WILLIAMS, Vernon Regional Junior College

Friday, 11:00 a.m.–12:30 p.m.—Big Bend–E, Hyatt Regency

"Above Average or Bust!" John L. Merrill, Director, Ranch Management Program, Texas Christian University

"The Role of Higher Education in Texas Agriculture Diversification," Mike Moeller, Deputy Commissioner of Agriculture

Saturday, 9:00–10:15 a.m.—Big Bend–E, Hyatt Regency

"The Marketing Plan that Worked," Linda Nelle Janca, Director of Industry Relations, Texas Beef Industry Council

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: ARTHUR A. PORTER, JR., St. Philip's College

Friday, 9:00–10:30 a.m.—Big Bend–D, Hyatt Regency

"Update on Alternatives to Refrigerant 12," Lawrence W. Tipton, Territory Manager, Marketing Division, E. I. DuPont DeNemours & Co., Inc., Dallas

Saturday, 10:30–11:45 a.m.—Big Bend–D, Hyatt Regency

"Today's Sporlan Products" (Dryers and Metering Devices), Doug Fieldhouse, Sporlan Valve Company, Dallas

ART

Chairperson: MINNIE M. MILES, Austin Community College

Friday, 9:00–10:30 a.m.—Big Bend–A, Hyatt Regency

"The Role of Public Art in the Community," Claire Landry Wickersham, Coordinator, Art in Public Places Program, Parks and Recreation Department, City of Austin

"A Realistic Look at the Art Market and How it Works," Dana Ravel, Galerie Ravel and G-R Art Publishers of Fine Prints, Austin

Saturday, 10:30–11:45 a.m.—Big Bend–A, Hyatt Regency

"Texas Art/Texas History," "Museum Publications as Classroom Resources," Becky Duval Reese, Assistant Director of Programs, Archer M. Huntington Art Gallery, The University of Texas at Austin

AUTOMOTIVE SERVICES

Chairperson: EDWARD E. HESTER, JR., Cedar Valley College

Friday, 11:00 a.m.–12:30 p.m.—Hill Country–B, Hyatt Regency

"Ways To Do Four-Wheel Alignments Without Breaking Your Department Budget," George Bradley, Rotary Front-End Equipment Trainer, Rotary Equipment Company

Saturday, 9:00–10:15 a.m.—Hill Country–B, Hyatt Regency

Demonstration of Hand-Held Vehicle Diagnostic Equipment

BIOLOGY

Chairperson: LESLIE O. (LES) ALBIN, Austin Community College

Friday, 9:00–10:30 a.m.—Meeting Room 1 East, Palmer Auditorium

Panel Discussion: "Transferability of Biology Courses from Two-Year Colleges to Universities"

Saturday, 10:30–11:45 a.m.—Meeting Room 1 East, Palmer Auditorium

"Establishing and Operating a Wildlife Rescue Program," Shirley Lukenbill, Coordinator, Wildlife Rescue, Inc., Austin

BUSINESS ADMINISTRATION

Chairperson: RAJIV R. MALKAN, Lamar University at Orange

Friday, 11:00 a.m.–12:30 p.m.—Texas Ballroom–II, Hyatt Regency

"Teaching Business Ethics," O. C. Ferrell, Professor of Marketing, Texas A&M University

Saturday, 9:00–10:15 a.m.—Texas Ballroom–II, Hyatt Regency

"International Business in Today's Global Economy," Leon C. Megginson, Professor of Business Studies, and Chairperson, Division of Business Administration and Computer Sciences, Mobile College (Alabama)

CHEMISTRY

Chairperson: WILLIAM R. MILLER, San Antonio College

Friday, 8:45 a.m.–12:45 p.m.—Room 318, Rio Grande Campus, Austin Community College, 1212 Rio Grande Street

"A Workshop in Microscale Organic Experiments," Kenneth L. Williamson, Professor of Chemistry, Mount Holyoke College; and author of *Microscale Organic Experiments*

NOTE: Transportation will depart from the west entrance of Palmer Auditorium at 8:45 a.m., and return at approximately 12:45 p.m.

Saturday, 9:00–10:15 a.m.—Hill Country–C, Hyatt Regency

"Disposal of Waste Chemicals in the Laboratory," Pat Garland, Texas Water Commission

COMPENSATORY / DEVELOPMENTAL EDUCATION

Chairperson: RACHEL R. JOHNSON, Tarrant County Junior College–Northwest Campus

Friday, 9:00–10:30 a.m.—Meeting Room 6 East, Palmer Auditorium

"Texas Academic Skills Program: An Update," Ann B. Faulkner, Coordinator, Learning Skills Center, Mountain View College, and Co-Chairperson, TASP Academic Skills Development Committee

Saturday, 10:30–11:45 a.m.—Meeting Room 6 East, Palmer Auditorium

"Integrating and Networking: Preparing Basic Writers for the Texas Academic Skills Program and Beyond," Jeannette Harris, Professor of English, Texas Tech University; and Ann Moseley, Associate Professor and Director, Communication Skills Center, East Texas State University

COMPUTER INFORMATION PROCESSING

Chairperson: MARY E. KOHLS, Austin Community College

Friday, 9:00–10:30 a.m.—Meeting Room 6 West, Palmer Auditorium

"The Evolution of the Introductory CIS/MIS Course," Timothy J. Duffy, Professor of Accounting in Data Processing, Illinois State University, Normal, Illinois

Saturday, 10:30–11:45 a.m.—Meeting Room 6 West, Palmer Auditorium

"Connectivity in the Community College Classroom," Randy Johnston, President, Entré Computer Centers

COSMETOLOGY

Chairperson: LYDIA REBECCA STAFFORD, San Jacinto College–Central Campus

Friday, 9:00–10:30 a.m.—Big Bend–E, Hyatt Regency

"New Image Workshop, Part I," Toni G. Buckner, Image Consultant, BeautiControl Cosmetics, League City

Saturday, 10:30–11:45 a.m.—Big Bend–E, Hyatt Regency

"New Image Workshop, Part II," Toni G. Buckner, Image Consultant, BeautiControl Cosmetics, League City

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: DELBERT D. HOOPER, Del Mar College

Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 6 West, Palmer Auditorium

"Linking Advisement, Placement, and Academic Skills Development under the Texas Academic Skills Program," Ann B. Faulkner, Coordinator, Learning Skills Center, Mountain View College, and Co-Chairperson, TASP Academic Skills Development Committee; and Robert Webking, Assistant Vice President for Academic Affairs and Associate Professor of Political Science, The University of Texas at El Paso, Chairperson, Committee on Advisement and Placement, Texas Academic Skills Council

Saturday, 9:00–10:15 a.m.—Meeting Room 6 West, Palmer Auditorium

"Development of an Expert System for Student Retention using Computer Analysis System for Educational Success (CASES)," James C. Butzek, Vice President of Instruction; Gary L. Klein, Director of Educational Computing; and Joseph R. Sullivan, Vice President of Student Development, Dallas County Community College District

CRIMINAL JUSTICE

Chairperson: RAY K. ROBBINS, Western Texas College
Friday, 9:00–10:30 a.m.—Big Thicket, Hyatt Regency
"The Future of Criminal Justice Education," Fred Toler, Executive Director, Texas Commission on Law Enforcement Officer Standards and Education
Saturday, 10:30–11:45 a.m.—Big Thicket, Hyatt Regency
Panel Discussion: "Current Issues in Law Enforcement/Criminal Justice," Larry D. Nichols, South Plains College, Moderator

DEVELOPMENTAL READING

Chairperson: KATHERYN G. SKINNER, Panola Junior College
Friday, 11:00 a.m.–12:30 p.m.—Hill Country–A, Hyatt Regency
"Comprehending College Textbooks: Approaches and Methods," Presenters: Joseph Cortina, Jr., Janet R. Elder, and Katherine Gonnet, Instructors of Reading, Richland College
Saturday, 9:00–10:15 a.m.—Hill Country–A, Hyatt Regency
"Identifying and Remediating High-Risk Students," Caroline McCall, Director, Academic Learning Clinic, Southwest Texas State University; and Cynthia Campbell, Director, Speech, Hearing, and Language Clinic, Southwest Texas State University

ECONOMICS

Chairperson: HOWARD R. ERDMAN, Southwest Texas Junior College
Friday, 9:00–10:30 a.m.—Meeting Room 2 East, Palmer Auditorium
"The Twin Deficits and the Options Facing President Bush," Bradley R. Schiller, Professor of Economics, School of Public Affairs, American University
Saturday, 10:30–11:45 a.m.—Meeting Room 2 East, Palmer Auditorium
"Gorbachev's Economic Plans," Paul R. Gregory, Professor of Economics, University of Houston

ELECTRONICS

Co-Chairpersons: THOMAS N. COLBATH, Austin Community College, and GUS D. RUMMEL, American Educational Complex
Friday, 12:00 Noon–1:30 p.m.—Meeting Room 6 East, Palmer Auditorium
Luncheon Meeting*. "State of the Art in Surface Mount Equipment," Steve Stach, President, Austin American Technology
Friday, 6:00–7:30 p.m.—Magic Time Machine Restaurant, 600 East Riverside Drive
Dinner Meeting*. "Nostalgic Reflections and Futuristic Innovations Down Memory Lane at the Magic Time Machine," Electronics Vendors and Publisher Representatives
Saturday, 8:30–10:00 a.m.—Meeting Room 6 East, Palmer Auditorium
Breakfast Meeting*. "Training Implications of Digital Storage Oscilloscopes," Ron Irwin, Regional Manager, Tektronix Instrumentation Group
Meal Reservations must be made in advance. Contact Gus Rummel at (817) 526-1119.

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY

Chairperson: ROBERT J. ROBERTS, Bee County College
Friday, 11:00 a.m.–12:30 p.m.—Big Thicket, Hyatt Regency
"Changing Requirements for Technical/Vocational Programs," Eduardo Gaytan, Associate Program Director, Texas Higher Education Coordinating Board
Saturday, 9:00–10:15 a.m.—Big Thicket, Hyatt Regency
"Industry Needs CAD *Draftsmen* Not CAD *Operators*," J. J. Walker, Group Engineer/Chief Draftsman, Lockheed Missiles & Space Company, Inc., Austin

ENGLISH

Chairperson: PATRICIA F. ARCHER, Northeast Texas Community College
Friday, 9:00–10:30 a.m.—Meeting Room 3 East, Palmer Auditorium
"Putting Error in its Place—A Research and Teaching Report," Andrea A. Lunsford, Vice Chair for Rhetoric and Composition, Department of English, Ohio State University
Saturday, 10:30–11:45 a.m.—Meeting Room 3 East, Palmer Auditorium
"What Teachers Teach... What Writers Learn," Lee A. Jacobus, Professor of English, University of Connecticut

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: DAVID A. ROSS, Houston Community College
Friday, 11:00 a.m.–12:30 p.m.—Big Bend–C, Hyatt Regency
"TASP and the Non-Native English Speaker: Can Bias Be Avoided?" William R. Martin, Intensive English Program Instructor; and Linda J. Carson-Daigle, Developmental English Instructor, Houston Community College
Saturday, 9:00–10:15 a.m.—Big Bend–C, Hyatt Regency
"The ESL Instructor as a Civics Teacher: Curriculum Development for Alien Legalization Programs," Christine Tierney, ESL Program Coordinator, Kilgore College

FOREIGN LANGUAGE

Co-Chairpersons: ALBERT RIUSECH, Texarkana College, and LUZ C. RODRIGUEZ, Laredo Junior College

Friday, 9:00–10:30 a.m.—Big Bend–C, Hyatt Regency

"The Natural Approach and *Dos Mundos*: From Theory to Practice," Elías Miguel Muñoz, Professor of Spanish, Department of Modern and Classical Languages and Literatures, Wichita State University (Kansas)

Saturday, 10:30–11:45 a.m.—Big Bend–C, Hyatt Regency

"Proficiency: The Master Key to Foreign Language Teaching and Learning," Marion R. Webb, Director, Spanish Program, Houston Baptist University

GEOLOGY AND GEOGRAPHY

Chairperson: ROBERTO GARZA, San Antonio College

Friday, 9:00–10:30 a.m.—Meeting Room 4 East, Palmer Auditorium

"Comparison of the Stratigraphy of the Smackover (Jurassic) and the Capitan (Permian) Sequences," Arthur Troell, Consulting Geologist and Instructor of Geology, San Antonio College

Saturday, 10:30–11:45 a.m.—Meeting Room 4 East, Palmer Auditorium

"Shuttle Multispectral Infrared Radiometer Data Analysis in West Texas: Enhancement of Lithologic Signatures," Joe R. Tellez, Instructor of Geology, San Antonio College

GOVERNMENT

Chairperson: M. THERON WADDELL, JR., Galveston College

Friday, 11:00–12:30 p.m.—Meeting Room 3 East, Palmer Auditorium

"The Reagan Legacy and the Bush Dilemma," James Q. Wilson, Professor of Management and Political Science, University of California at Los Angeles

Saturday, 8:30–11:30 a.m.

Escorted Tour of Lyndon Baines Johnson Library and Museum

NOTE: Bus transportation will depart from the west entrance of Palmer Auditorium at 8:30 a.m., and return at approximately 11:30 a.m.

HEALTH OCCUPATIONS

Chairperson: ANN E. STEELE, Austin Community College

Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 4 West, Palmer Auditorium

"Adolescents and Sexually Transmitted Diseases," Edward P. Tyson, M. D., Director, Adolescent Medical Services, Austin

Saturday, 9:00–10:15 a.m.—Meeting Room 4 West, Palmer Auditorium

"The Health Sciences Curriculum in 2020: A Strategic Plan for the Future," Keith E. Ragsdale, Division Chairperson, Nursing/Allied Health Sciences, Austin Community College

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chairperson: SUSAN LYNN FORSHAW, Collin County Community College

Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 4 East, Palmer Auditorium

"Teaching and Learning Ethics and Values in Sports," Rex Alan Parcells, Assistant Dean of Health and Science, Collin County Community College

Saturday, 9:00–10:15 a.m.—Meeting Room 4 East, Palmer Auditorium

"Super Circuit: Super Way to Energize Your Physical Fitness Program," Tim F. Dopp, Odessa College; and Rhonda Haynes, Wellness Concepts, Dallas

HISTORY

Chairperson: Carol A. Brown, Houston Community College

Friday, 9:00–10:30 a.m.—Texas Ballroom–III, Hyatt Regency

"Many Faces from the American Past," James Kirby Martin and Steven Mintz, Professors of History, University of Houston

Saturday, 10:30–11:45 a.m.—Texas Ballroom–III, Hyatt Regency

"Instructional Effectiveness and the History Classroom," David P. Aldstadt, Instructor of History, Houston Community College; and Ken L. Weatherbie, Professor of History, Del Mar College

HORTICULTURE

Chairperson: MARK J. SCHUSLER, Tarrant County Junior College–Northwest Campus

Friday, 11:00 a.m.–12:30 p.m.—Big Bend–A, Hyatt Regency

"Use of Native Plants in a Man-Made Environment," Elinor Crank, Research Botanist/Horticulturist, National Wildflower Research Center

Saturday, 9:00–10:15 a.m.—Big Bend–A, Hyatt Regency

"Sustainable Agriculture Initiatives at the Texas Department of Agriculture," Paul B. Martin, Coordinator of Sustainable Agriculture, Texas Department of Agriculture

LEARNING RESOURCES

Chairperson: BERNARD J. BENNETT, Blinn College

Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 2 West, Palmer Auditorium

"No More College-Level Courses in Library Research?" Gary Duke and Sharlee Jeser-Skaggs, Bibliographic Instruction Librarians, Richland College

Saturday, 9:00–10:15 a.m.—Meeting Room 2 West, Palmer Auditorium

"A.M.I.G.O.S. Services to Junior College Libraries," Jeff Downing, A.M.I.G.O.S. Marketing Representative

MATHEMATICS

Chairperson: ANNE V. MUNN, Grayson County College

Friday, 9:00–10:30 a.m.—Texas Ballroom–VII, Hyatt Regency

Panel Discussion: "Perspectives: Implementation of the TASP Program," Patricia A. Juelg, Bee County College; J. Doug Richey, Northeast Texas Community College; Karl J. Smith, Santa Rosa College (California)

Saturday, 10:30–11:45 a.m.—Texas Ballroom–VII, Hyatt Regency

"Calculus: The Past 30 Years...The Next 10 Years," Roland E. Larson, Professor of Mathematics, Pennsylvania State University at Erie, The Behrend College

MUSIC

Chairperson: MARION F. NESVADBA, Tarrant County Junior College–Northeast Campus

Friday, 10:45 a.m.–12:45 p.m.

Tour and Demonstration of the Electronic and Computer Music Center at The University of Texas in Austin, Russell Pinkston, Center Director

NOTE: Transportation will depart from the west entrance of Palmer Auditorium at 10:45 a.m., and return at approximately 12:45 p.m.

Saturday, 8:45–10:30 a.m.

Tour of Performing Arts Center, The University of Texas at Austin: Bass Concert Hall and Opera Lab Theatre. (Lecture Tour by Lisa Cypert, Assistant House Manager)

NOTE: Transportation will depart from the west entrance of Palmer Auditorium at 8:45 a.m., and return at approximately 10:30 a.m.

PHILOSOPHY

Chairperson: RONALD B. COX, San Antonio College

Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 1 East, Palmer Auditorium

"Philosophy and the Fourth Estate: Must the News Tell the Truth?" Richard K. Schoenig, Professor of Philosophy, San Antonio College

Saturday, 9:00–10:15 a.m.—Meeting Room 1 East, Palmer Auditorium

Round Table Discussion: "TASP and Philosophy: Problems or Opportunities?"

PHYSICS AND ENGINEERING

Chairperson: JOSEPH E. KINGCADE, JR., Blinn College

Friday, 9:00–10:30 a.m.—Meeting Room 5 East, Palmer Auditorium

"The Traveling Physics Circus," Karl I. Trappe, Supervisor of Lecture Demonstrations, Department of Physics, The University of Texas at Austin

Saturday, 10:30–11:45 a.m.—Meeting Room 5 East, Palmer Auditorium

"Oxidation State of Copper in Oxide Superconductors," M. S. Chandrasekhariah, Group Leader, High Temperature Chemistry, Atomic Energy Research Laboratory

PSYCHOLOGY

Chairperson: LINDA G. MONTOYA, Houston Community College

Friday, 9:00–10:30 a.m.—Panhandle Room, Hyatt Regency

"Dealing With Students' Emotions in the Classroom," Rod Plotnik, Professor of Psychology, San Diego State University

Saturday, 10:30–11:45 a.m.—Panhandle Room, Hyatt Regency

Panel Discussion: "Motivating and Stimulating Students in Lower-Division Psychology Courses," Josh R. Gerow, Professor of Psychological Sciences, Indiana University–Purdue University at Fort Wayne; Rod Plotnik, San Diego State University; Wayne Weiten, Professor of Psychology, Illinois School of Professional Psychology, Chicago

REAL ESTATE

Chairperson: VAUGHAN MILLER, JR., Austin Community College

Friday, 11:00 a.m.–12:30 p.m.—Big Bend–B, Hyatt Regency

"The Real Estate Market and How Educators Can Help," Terry Sasser, President, Sasser Properties, and 1988 President, Austin Board of Realtors

Saturday, 9:00–10:15 a.m.—Big Bend–B, Hyatt Regency

"Texas Real Estate Commission," Don Roose, Education Officer, Texas Real Estate Commission

REGISTRARS

Chairperson: JACK D. THORNTON, Tarrant County Junior College–South Campus

Friday, 9:00–10:30 a.m.—Big Bend–B, Hyatt Regency

"TASP—Implementation on Four Community College Campuses—Part I," Don Cates, Associate Dean of Students and Registrar, Midland College; Suzanne Goodwin, Assistant Director of Admissions and Records, Tarrant County Junior College District; Teresa G. Phillips, District Director of Records/Registrar, North Harris County College–South Campus; Clifton Van Dyke, Director of Admissions and Records, Austin Community College

Saturday, 10:30–11:45 a.m.—Big Bend–B, Hyatt Regency

"TASP—Implementation on Four Community College Campuses—Part II," Don Cates, Associate Dean of Students and Registrar, Midland College; Suzanne Goodwin, Assistant Director of Admissions and Records, Tarrant County Junior College District; Teresa G. Phillips, District Director of Records/Registrar, North Harris County College–South Campus; Clifton Van Dyke, Director of Admissions and Records, Austin Community College

SECRETARIAL SCIENCE

Chairperson: DEBRA D. NICHOLAS, North Harris County College–East Campus

Friday, 9:00–11:30 a.m.
Tour of Farm Credit Bank of Texas, Connie Sprague, Records Manager
NOTE: Bus transportation will depart from the west entrance of Palmer Auditorium at 9:00 a.m. and return at approximately 11:30 a.m.

Saturday, 10:30–11:45 a.m.—Meeting Room 3 West, Palmer Auditorium
"Desktop Publishing: State of the Art," Ellen M. Raghavan, Instructor, and Jean W. Vining, Department Head, Communication Technical Writing Department, Houston Community College

SOCIOLOGY AND ANTHROPOLOGY

Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 1 West, Palmer Auditorium
"Can You Make Social Theory Exciting and Useful in the Introductory Sociology Course?" Craig J. Calhoun, Professor of Sociology, and Director, Interdisciplinary Program on Social Theory and Cross-Cultural Studies, University of North Carolina

Saturday, 9:00–10:15 a.m.—Meeting Room 1 West, Palmer Auditorium
"Classroom Teachers Interacting with Author: Workable Strategies for Teaching Sociology to a Diverse Student Population," Craig J. Calhoun, Professor of Sociology, and Director, Interdisciplinary Program on Social Theory and Cross-Cultural Studies, University of North Carolina

SPEECH AND THEATRE

Chairperson: DEBRA J. FOSTER, Temple Junior College

Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 2 East, Palmer Auditorium
"Reach Out and Touch—With Words" (Teaching Speech and Evaluating Performances), Michael Osborn, Professor of Communications, Memphis State University; and Suzanne Osborn, psychologist.

Saturday, 9:00–10:30 a.m.
"Theatre: The Practical Approach—Touring the Capitol City Playhouse," Michel Jaroschy, Managing and Artistic Director, Austin's Capitol City Playhouse
NOTE: Transportation will depart from west entrance of Palmer Auditorium at 9:00 a.m., and return at approximately 10:30 a.m.

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY / JUNIOR COLLEGES (TACEC/JC)

Chairperson: ALBERT P. PEREZ, Austin Community College
Friday, 11:00 a.m.–12:30 p.m.—Hill Country–C, Hyatt Regency
"Update from the Coordinating Board," Robert W. Day, Program Director, Texas Higher Education Coordinating Board

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

Chairperson: J. TOM SMITH, San Jacinto College–Central Campus
Friday, 9:00–10:30 a.m.—Meeting Room 2 West, Palmer Auditorium
"Appropriate Assessment Alternatives to TASP for Initial Placement: Implementation Strategies and ACT/ASSET/TASP Comparison," Aubrey Lewis, Director, Assessment Services, ACT Southwest Region
Saturday, 10:30–11:45 a.m.—Meeting Room 2 West, Palmer Auditorium
"Survey of Academic Advisement Models Suitable for TASP," Miles A. Eckert, Vice President for College Services, Odessa College
TACCCSAA Business Meeting

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: GWEN TILLEY, San Jacinto College–Central Campus
President-Elect: BRADFORD W. TIBBITTS, Weatherford College
Thursday, 4:00–5:00 p.m.—Board Room, Hyatt Regency
TAJCCIA Executive Committee Meeting
Friday, 9:00–11:30 a.m.—Texas Ballroom–I, Hyatt Regency
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
9:00-9:30 a.m. — Registration
9:30-11:30 a.m. — "The Texas Academic Skills Program: An Update from the Texas Higher Education Coordinating Board," Joan M. Matthews, Director, Texas Academic Skills Program, Texas Higher Education Coordinating Board
Saturday, 9:00-11:30 a.m.—Texas Ballroom–I, Hyatt Regency
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
9:00-9:30 a.m. — Registration
9:30-10:30 a.m. — "Texas Higher Education in the Biennium:

A Legislator's View," Bob Glasgow, State Senator, 22nd Senatorial District of Texas
10:30-11:00 a.m. — Refreshments
11:00-11:30 a.m. — TAJCCIA Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

Chairperson: BERYL McKINNERNEY, Kilgore College
Friday, 9:00-11:30 a.m.—Texas Ballroom-I, Hyatt Regency
Joint meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
9:00-9:30 a.m.—Registration
9:30-11:30 a.m.—"The Texas Academic Skills Program: An Update from the Texas Higher Education Coordinating Board," Joan M. Matthews, Director, Texas Academic Skills Program, Texas Higher Education Coordinating Board
Saturday, 9:00-10:30 a.m.—Texas Ballroom-I, Hyatt Regency
Joint meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
9:00-9:30 a.m.—Registration
9:30-10:30 a.m.—"Texas Higher Education in the Biennium: A Legislator's View," Bob Glasgow, State Senator, 22nd Senatorial District of Texas
10:30-11:00 a.m.—Refreshments
Saturday, 11:00 a.m.-12:30 p.m.—Texas Ballroom-V, Hyatt Regency
"Update on the State Job Training Coordinating Council," John Baker, Executive Director, Texas Association of Private Industry Councils

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCCDEA)

Chairperson: MELONYE A. CURTIS, Amarillo College
Friday, 9:00-10:30 a.m.—Hill Country-A, Hyatt Regency
"The Most Important Person!" Joni Yoakam, Coordinator, Child Care Associate Degree Program, Amarillo College
Saturday, 10:30-11:45 a.m.—Hill Country-A, Hyatt Regency
"Preview of Current Child Development Media," Linda A. Ard, Del Mar College; Pat Kennedy, Eastfield College; Norma L. Ziegler, San Antonio College

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

Chairperson: PERRY W. ORAND, Austin Community College
Thursday, 9:00 a.m.-5:00 p.m.
9:00-11:00 a.m.—TJCMEA Executive Committee Meeting—Embassy Suites Hotel
2:00-2:30 p.m.—TJCMEA General Session—Meeting Room 3 West, Palmer Auditorium
2:30-5:00 p.m.—Session A: New Coordinators' Workshop—Meeting Room 2 West, Palmer Auditorium
"History and Philosophy of Management Development," Norman D. Ellis, Tarrant County Junior College-Northeast Campus
"Development of Effective OJT Objectives and Training Procedures," Joe D. Bishop, San Antonio College; and Miller R. Brister, McLennan Community College
"Your Role as a Coordinator," Doris Huibregtse, Howard College
"Student Associations," Hal L. Ward, Temple Junior College
2:30-5:00 p.m.—Session B: Experienced Coordinators' Workshop—Meeting Room 1 West, Palmer Auditorium
Business Leaders' Panel: "The Five Most Important Things an Employee Being Considered for a Supervisor/Manager Position Should Know or Be Able to Accomplish," Beck Clark, Southwestern Bell; Jean Kutz, USAA; and Louis Reina, IBM
"Communication: Techniques and Methods," Marvin J. Longshore, Alvin Community College

Friday, 9:00-11:45 a.m.—Meeting Room 5 West, Palmer Auditorium
Guest Speaker—Sam Certo, Roye Crummer Graduate School of Business, Rollins College, Winter Park, Florida
"The Secret of Great Leadership," Michael J. McCormick, Management Development Coordinator, San Antonio College

Saturday, 8:30-11:30 a.m.—Palmwood Room, Embassy Suites
Breakfast Meeting
"Coordinating Board Update," Robert W. Day, Program Director, Texas Higher Education Coordinating Board
TJCMEA Business Meeting

VOCATIONAL-TECHNICAL EDUCATION

Chairperson: BARBARA WITTE-HOWELL, St. Philip's College
Friday, 9:00-10:30 a.m.—Hill Country-C, Hyatt Regency
Panel Discussion: "Creative Partnerships: An Alliance Between Vocational-Technical Education and Continuing Education Serving Industries" —Part I
Saturday, 10:30-11:45 a.m.—Hill Country-C, Hyatt Regency
Panel Discussion: "Creative Partnerships: An Alliance Between Vocational-Technical Education and Continuing Education Serving Industries"—Part II

WELDING

Chairperson: GUS PEREZ, Bee County College
Friday, 11:00 a.m.-12:30 p.m.—Meeting Room 5 East, Palmer Auditorium
"Gas Manual Arc Welding" and "Welding Safety," Ed Bohnart, Director of Training, Miller Electric, Appleton, Wisconsin
Saturday, 9:00-10:15 a.m.—Meeting Room 5 East, Palmer Auditorium
"Welding Quality Control in the Petroleum Industry," D. E. (Doug) Blevins, Senior Reliability Engineer, Champlin Refining Company, Corpus Christi

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WELLNESS NETWORKING MEETING TO BE HELD

V. Sue Jones

Ellen H. Brennan

Community college faculty, staff, and administrators interested in wellness programs and health promotion will meet during the annual TJCTA convention in Austin. The "networking" session is sponsored by the TJCTA Membership Services Committee.

The session is scheduled to begin at 4:30 p.m., Friday, Feb. 17, in Meeting Room 1 West of the Lester E. Palmer Auditorium.

The discussion will be led by V. Sue Jones, chairperson of the physical fitness technology program at North Lake College, and Ellen H. Brennan, Wellness Awareness Coordinator for San Antonio College.

Individuals from colleges with wellness programs in place and those at institutions considering establishment of such programs are invited to join the informal discussion. Brochures and other materials may be brought to be exchanged with other participants during the session. Estimated attendance is 30 members.

PROGRAM ANNOUNCED FOR RETIREMENT SEMINAR

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention in Austin. Scheduled to begin at 4:30 p.m., Friday, Feb . 17, in Meeting Room 3 West of Austin's Lester E. Palmer Auditorium, the session will include presentations by representatives of the Teacher Retirement System of Texas and a retired Civil Service employee of the Social Security Administration.

Representing the Teacher Retirement System will be Gary Thompson, Director of College, University, and Governmental Relations, who will present basic information about the System: retirement, death, and disability benefits, investment philosophy, state and federal legislative proposals, and the outlook for the future.

Betty Grubbs, a retired Social Security employee, will discuss "Social Security and the Retired."

Mitchell Grossman, retired government professor from San Antonio College, will distribute material and discuss opportunities offered by the Elderhostel program.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by Doris D. Patrick, Austin Community College, a member of the committee.

AGRICULTURE SECTION ANNOUNCES PROGRAMS

John L. Merrill

Mike Moeller

Linda Nelle Janca

Three speakers will address the TJCTA Agriculture Section during the forthcoming convention in Austin, according to section chairperson Randall H. Williams, Vernon Regional Junior College.

At the meeting on Friday, Feb. 17, members will hear John L. Merrill, director of the Ranch Management Program, Texas Christian University, speaking on the topic "Above Average or Bust!". A second speaker at Friday's session will be Mike Moeller, Texas Deputy Commissioner of Agriculture, discussing "The Role of Higher Education in Texas Agriculture Diversification."

Merrill is a native of Central Texas. After receiving the B.S. degree in Range and Forestry from Texas A&M University, he served in the U. S. Air Force for three years. Before and after military service he worked as a range conservationist with the Soil Conservation Service at Mineral Wells and Fort Worth. He went to Texas Christian University as director of the Ranch Management Program in 1961. He continues to live and operate on range and cropland near Crowley with registered and commercial cattle.

Moeller is a native of Guadalupe County and was raised on a family farm. A graduate of Southwest Texas State University, he received the master's degree in public affairs from The University of Texas at Austin. In 1973, he chaired the LBJ School of Public Affairs' study on the feasibility of no-fault insurance in Texas. From 1974 to 1976, he served as Executive Director of the Legislative Property Tax Committee and as Chief of Staff for the Senate Water Subcommittee. He later served as Executive Director of Texans for Equitable Taxation and as Director of Legislative Services for the Texas Farmers Union. Moeller was appointed Deputy Commissioner for the Texas Department of Agriculture in 1985.

Speaker for Saturday's meeting of the Agriculture Section will be Linda Nelle Janca, Director of Industry Relations for the Texas Beef Industry Council. She is a graduate of Texas A&M University, with a Bachelor of Science degree in Animal Science and Agricultural Economics. Prior to her appointment to a position with the Beef Industry Council, she had worked for the Baptist Children's Home in San Antonio as 4-H Director and Farm and Ranch Manager, and also served as undergraduate counselor for Texas A&M's Department of Animal Science.

THREE SPEAKERS TO ADDRESS DEVELOPMENTAL EDUCATION SECTION

Ann B. Faulkner

Jeannette Harris

Ann Moseley

Teachers in compensatory/developmental education will hear three speakers during their section meetings at the TJCTA convention in Austin.

In Friday's meeting, Ann B. Faulkner, Coordinator of the Learning Skills Center at Mountain View College and Co-Chairperson of the Academic Skills Development Committee for the Texas Academic Skills Program, will give an update on that program.

Sharing the platform during the Compensatory/Developmental Education Section Meeting on Saturday will be Jeannette Harris, Professor of English at Texas Tech University, and Ann Moseley, Associate Professor and Director of the Communication Skills Center at East Texas State University. Their topic will be "Integrating and Networking: Preparing Basic Writers for the Texas Academic Skills Program and Beyond."

Chairperson for the section this year is Rachel R. Johnson, Tarrant County Junior College –Northwest Campus.

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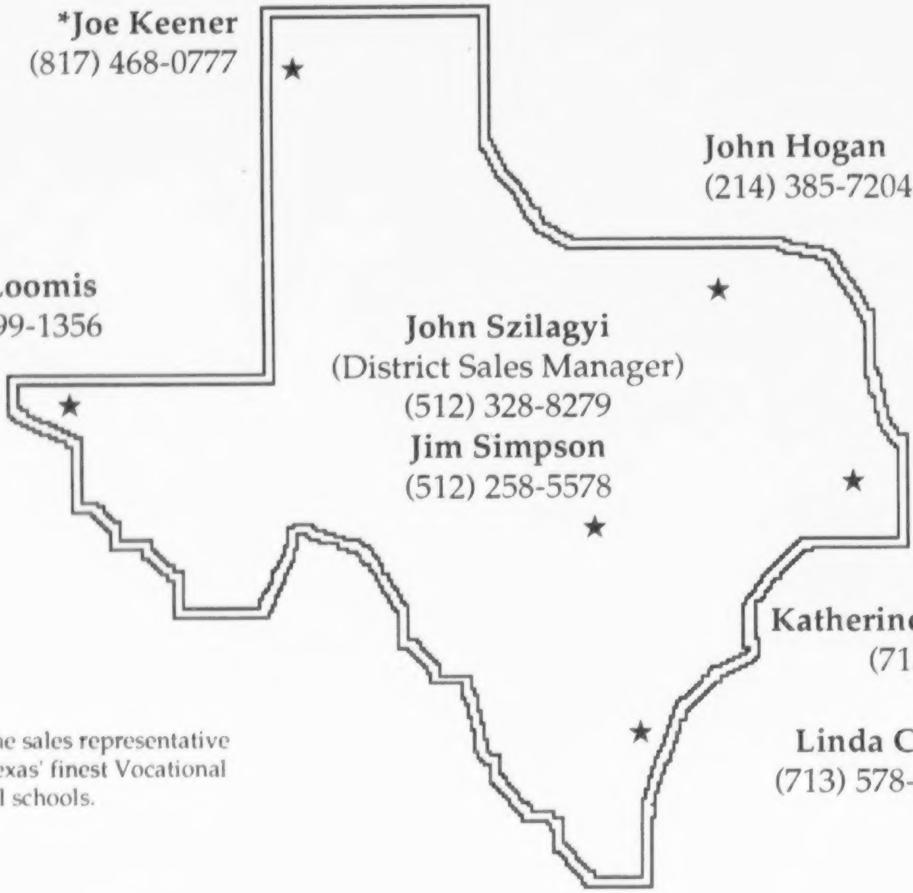

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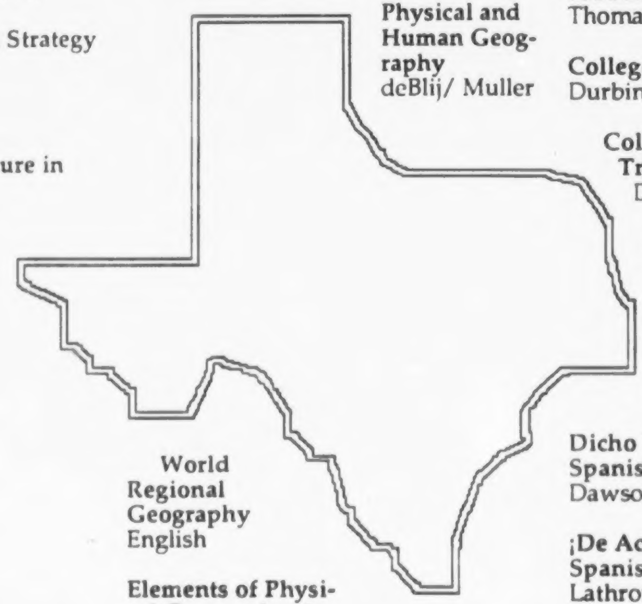

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PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention in Austin. Committee member Annie M. Jewett, Tarrant County Junior College–Northeast Campus, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. This will be the thirteenth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted.

In a joint letter from Mrs. Jewett and TJCTA President Larry Shirts, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the West Foyer of the Lester E. Palmer Auditorium. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 17, and from 8:00 to 11:00 a.m., Saturday, Feb. 18.

TJCTA members who wish to do so are invited to send resumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the resumés and obtain information about potential candidates for staff openings. Resumés should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Resumés should be mailed in time to be received by Feb. 13. After that date, members may take their resumés directly to the placement center at the convention site.

Following the convention, job listings and resumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

SURVEY FINDINGS TO BE PRESENTED

The annual luncheon meeting of the Texas Junior College Association will feature a discussion of the question, "What Can We Learn from Each Other?". Speaker for the session will be Albert B. Smith, professor of higher education and director of the Community College Leadership Program at the University of North Texas.

Albert B. Smith

Smith's presentation will include a report on a statewide study of Texas community college presidents conducted last fall. The study involved 76 presidents and chancellors from public and private two-year colleges and technical institutes. Participants were asked to describe major problems facing their institutions and strategies for dealing with those problems. Smith will discuss the results of the survey.

The Texas Junior College Association is an organization of institutions and includes among its members almost all of the public and independent two-year colleges of Texas. The group meets each year in conjunction with the annual TJCTA convention. TJCA president this year is A. Rodney Allbright, Alvin Community College. Other officers are Bob E. Riley, Howard College, vice president; and William R. Auvenshine, Hill College, secretary-treasurer.

This year's luncheon meeting will be held at 12:00 Noon, Friday, Feb. 17, in the Panhandle Room of Austin's Hyatt Regency hotel.

PROFESSOR TO ADDRESS SOCIOLOGY SECTION

Speaker for this year's meetings of the TJCTA Sociology Section will be Craig J. Calhoun, Professor of Psychology and Director of the Interdisciplinary Program on Social Theory and Cross-Cultural Studies at the University of North Carolina.

In Friday's session, Calhoun will discuss strategies for making the study of social theory "useful and exciting" in introductory sociology courses. The section meeting on Saturday will be less formal, with Calhoun leading a practical discussion on ways to make introductory sociology classes more interesting.

Craig J. Calhoun

Calhoun holds the B.A. in anthropology from the University of Southern California, and the M.A. from Columbia University, also in anthropology. He received an M.A. in economics from Manchester University in social anthropology. He received the D.Phil. from Oxford University in sociology and history. Calhoun specializes in social theory, political sociology, and comparative historical sociology.

He is the author of the new 5th edition of *Sociology*, with Donald Light and Suzanne Keller (Random House, 1989). In addition, Calhoun has been author or editor of numerous papers and articles for leading professional journals.

Chairperson of the Sociology Section this year is Richard E. Miller, Navarro College.

ACCOUNTING SECTION TO HEAR PROFESSORS

TJCTA members attending the Accounting Section meetings at this month's convention in Austin will hear two noted professors of accounting speaking on topics of current interest in the field.

Charles T. Horngren

Addressing the Friday morning session (9:00 a.m., in Texas Ballroom–II of the Hyatt Regency hotel) will be Charles T. Horngren, the Edmund W. Littlefield Professor of Accounting at Stanford University's Graduate School of Business. His topic will be "Current Developments in Managerial Accounting." A graduate of Marquette University, Horngren received his MBA from Harvard University and his Ph.D. from the University of Chicago. A certified public accountant, Horngren has served on numerous advisory boards and committees. A member and former president of the American Accounting Association, he received its Outstanding Accounting Educator Award in 1973. The California Certified Public Accountants Foundation gave Horngren its Faculty Excellence Award in 1975 and its Distinguished Professor Award in 1983. In 1985 the American Institute of Certified Public Accountants presented its first Outstanding Educator Award to Horngren.

Horngren is the author of four books published by Prentice-Hall: *Cost Accounting: A Managerial Emphasis*, sixth edition, 1987 (with George Foster); *Introduction to Financial Accounting*, third edition, 1987 (with Gary L. Sundem); *Introduction to Management Accounting*, seventh edition, 1987 (with Gary L. Sundem); and *Accounting*, 1989 (with Walter T. Harrison, Jr.).

Speaker for Saturday's 10:30 a.m. Accounting Section meeting will be Thomas P. Klammer, Professor of Accounting at the University of North Texas. His topic will be "The Statement of Cash Flow: How and Why?". Klammer is an award-winning accounting instructor specializing in the statement of cash flow. He is former chair of the Management Accounting Section of the American Accounting Association.

Chairperson of the Accounting Section this year is Billie M. Cunningham, Collin County Community College.

PSYCHOLOGY SECTION TO HEAR PROFESSORS

Josh R. Gerow

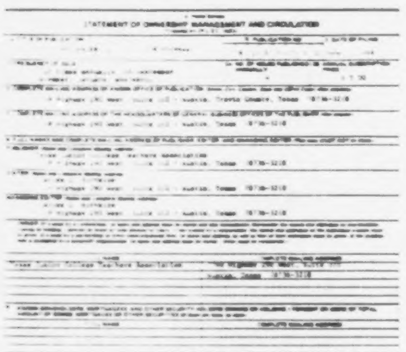
Rod Plotnik

Three university psychology professors will share their motivational techniques for lower-division psychology courses during the meeting of the TJCTA Psychology Section on Saturday, Feb. 18. Josh R. Gerow, Professor of Psychological Sciences at Indiana University–Purdue University at Fort Wayne; Rod Plotnik, Professor of Psychology at San Diego State University; and Wayne Weiten, Professor of Psychology at Illinois School of Professional Psychology, will participate in a panel discussion on "Motivating and Stimulating Students in Lower-Division Psychology Courses."

Weiten received the 1987 award of the American Psychological Association for excellence in teaching. He holds the Ph.D. in social psychology from the University of Illinois at Chicago. Gerow received his doctorate from the University of Tennessee.

Plotnik will participate in Saturday's panel discussion and also be the speaker for the Psychology Section on Friday. His topic will be "Dealing with Students' Emotions in the Classroom." In his presentation, Plotnik will discuss successful techniques for dealing with student test anxiety.

Arrangements for this year's Psychology Section meetings were made by Linda G. Montoya, Houston Community College, who serves as section chairperson.



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CONVENTION TO INCLUDE WELLNESS ACTIVITIES

Two new wellness activities will be included in this year's convention agenda. Under sponsorship of the TJCTA Membership Services Committee, a Fitness Walk and Run will be conducted Friday and Saturday mornings. Also, on Friday, members may take advantage of a blood pressure screening.

The Fitness Walk and Run is planned for Friday morning at 6:00 and Saturday morning at 6:00 and 7:00. Members wishing to participate will meet in the lobby of the Hyatt Regency hotel five minutes before the scheduled event. Maps of the jogging-walking trail will be available, and TJCTA members who walk and run at different paces will accompany each group.

From 10:00 a.m. to 2:00 p.m., on Friday, Charlene J. Morris, Austin Community College, and several students in the ACC nursing program will be on hand to take blood pressure readings in the West Lobby Foyer of the Lester E. Palmer Auditorium.

TJCTA members and their guests are invited to take advantage of these opportunities.

PROFESSORS TO ADDRESS ECONOMICS SECTION

Two university economics professors will speak during the Economics Section meetings at the annual TJCTA convention in Austin this month.

Bradley R. Schiller

In Friday's session, Bradley R. Schiller, Professor of Economics at the School of Public Affairs of American University, will speak concerning "The Twin Deficits and the Options Facing President Bush." Schiller received his bachelor's degree from the University of California–Berkeley and the Ph.D. from Harvard University. In addition to his teaching and research responsibilities, Schiller writes frequent columns for the *Wall Street Journal*, the *New York Times*, and other periodicals, and is a regular contributor to various professional journals. His book on *The Economics of Poverty and Discrimination* (Prentice-Hall, 5th ed., 1989) is the standard text for that field, and his principles of economics text, *The Economy Today* (Random House, 4th ed., 1989) is a leading introductory economics textbook.

Speaker for the Saturday session will be Paul R. Gregory, Professor of Economics at the University of Houston, whose topic will be "Gorbachev's Economic Plans."

Chairperson for the Economics Section this year is Howard R. Erdman, Southwest Texas Junior College.

THREE SPEAKERS TO ADDRESS ART SECTION

Three speakers will address the TJCTA Art Section during this month's convention in Austin.

At the Friday session, scheduled to begin at 9:00 a.m., Claire Landry Wickersham will speak on "The Role of Public Art in the Community," and Dana Ravel will discuss "A Realistic Look at the Art Market and How it Works."

Ms. Wickersham is coordinator of the Art in Public Places Program for the City of Austin Parks and Recreation Department. In that capacity, she is responsible for administration of the policies and coordination of public information in connection with the city's implementation of the city's Cultural Facilities Master Plan.

Ms. Ravel is a publisher and frequent lecturer in the field of fine art. She is owner of Galerie Ravel in Austin and is a partner in G-R Art Publishers of Fine Prints. Her gallery has been successfully operating since 1976, featuring expertise in selection of contemporary works of noted artists of the American continents and Europe. Her gallery exhibitions have been the subject of numerous articles in art news periodicals.

Speaker for Saturday's Art Section meeting will be Becky Duval Reese, Assistant Director of Programs at the Archer M. Huntington Art Gallery of The University of Texas at Austin. Her presentation will be in two parts: "Texas Art/Texas History" and "Museum Publications as Classroom Resources." Ms. Reese has served as co-director in the production of film-videos for the Huntington gallery and the Texas Commission for the Humanities. She has written and narrated productions for ACTV in Austin and is the recipient of numerous awards for publications, staff work, and leadership in the the fine arts community of Austin.

Chairperson for the Art Section this year is Minnie M. Miles, Austin Community College.

FEDERAL GRANT PROJECT DIRECTORS SET MEETING

On Thursday, Feb. 16, from 8:00 a.m. to 12:00 Noon, project directors and managers for federal discretionary grants funded under the Carl D. Perkins Vocational Education Act will meet. Staff from the Division of Community Colleges and Technical Institutes of the Texas Higher Education Coordinating Board are responsible for arrangements for the half-day session.

According to Dale F. Campbell, assistant commissioner, the meeting will provide participants with an opportunity for networking among all project directors and will give directors opportunities to report on the progress of their projects. The meeting will also provide for review, discussion, and reinforcement of the goals established in the Master Plan for Vocational Education.

The session is scheduled to begin at 8:30 a.m., in Hill Country–B of the Hyatt Regency hotel.

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Remarks of
Larry G. Shirts, State President
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
prepared for presentation to the
Subcommittee on Education — Senate Committee on Finance
Austin, Texas — January 26, 1989

I appear today on behalf of the more than 5,200 members of the Texas Junior College Teachers Association. Founded more than 40 years ago, our Association today is twice as large as all other Texas higher education faculty organizations *combined*, representing teachers from every academic and vocational/technical discipline from each of the 73 two-year college campuses across our state.

Our Association endorses the original funding recommendations of the Texas Higher Education Coordinating Board and concurs with the recommendations presented by the Texas Public Community/Junior College Association. We believe that the funding which was originally recommended for the coming biennium is modest and amply justified. Furthermore, we believe that the level of funding recommended by the Legislative Budget Board is woefully inadequate and if approved would have drastic and immediately deleterious effects on our public community junior colleges and their professional staffs. Finally—and most importantly—we believe a reduced level of funding would have serious adverse effects on the students we serve.

As I am sure you understand, our Association is most acutely concerned with those aspects of community college funding which are directly related to instructional salaries and staff benefits. As you have heard, the past four years have been difficult ones for educators in two-year colleges. As the Texas Legislature has grappled valiantly with shrinking revenues and court-mandated budget increases in certain programs, we have watched in dismay as state funding for our community junior colleges has declined. The dislocation to community college faculty resulting from the Legislature's nine percent funding cut in the second year of the past biennium was obviously compounded when the Governor vetoed more than $45 million appropriated for group insurance premiums for our teachers and staffs. Thus, in the current biennium, public community junior colleges—which provide instruction for almost two-thirds of the state's college freshmen and sophomores—stand as the *only* educational institutions whose state appropriations for instructional programs have actually been *cut* below previous levels. And these cuts have occurred at the same time we in two-year colleges are being asked to serve more students than ever before due to increasing student enrollments.

The impact of these significant funding cuts—along with increased demands for services—has been both predictable and dramatic. In the past two years, more than half of our districts were forced to raise local *ad valorem* taxes. In almost all of our districts, student tuition and fees have been raised, class sizes have been increased, the number of course sections has been reduced, needed capital improvements have been deferred, professional staff positions have been frozen or eliminated altogether, employee health insurance benefits have been reduced, and reserves have been drained—just to maintain current programs. Furthermore, during the past two years, faculty at three-fourths of our community junior colleges throughout the state have watched their take-home pay actually decline as salaries have been cut, frozen, or increased only marginally at a rate less than the cost-of-living. This decline in our salaries has occurred at the same time that faculty at most four-year institutions have received substantial salary increases.

We respectfully look to you for help and relief. We obviously realize that there are many demands on the state's dollars. We understand, too, that many hard choices have to be made and priorities have to be set. It is our hope that in the next four months—between today's hearing and the adoption of the general appropriations bill next May—those who must make these difficult decisions will recognize the vital role performed by our two-year colleges of Texas, and that community junior colleges will receive fair and well-deserved consideration when our state's priorities are set.

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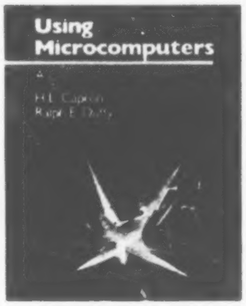

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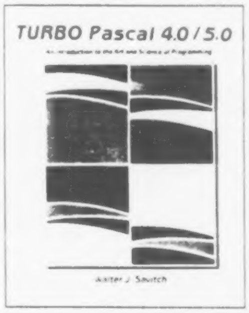

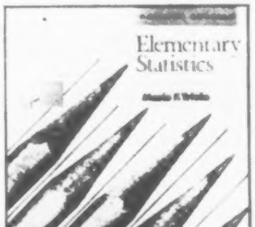

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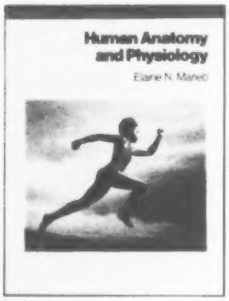
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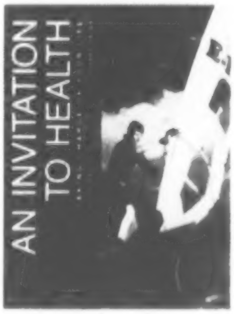
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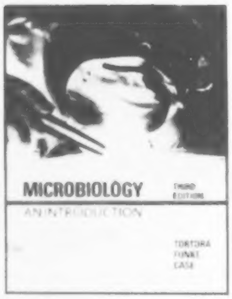
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TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

42nd Annual Convention — Austin, Texas — February 16-18, 1989

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Austin, Texas 78769

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2nd Choice: ______________________

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DEPARTURE DATE: February ______________

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* Reservations will not be held after 6:00 p.m. unless arrival is guaranteed by credit card or advance payment of first night's lodging.

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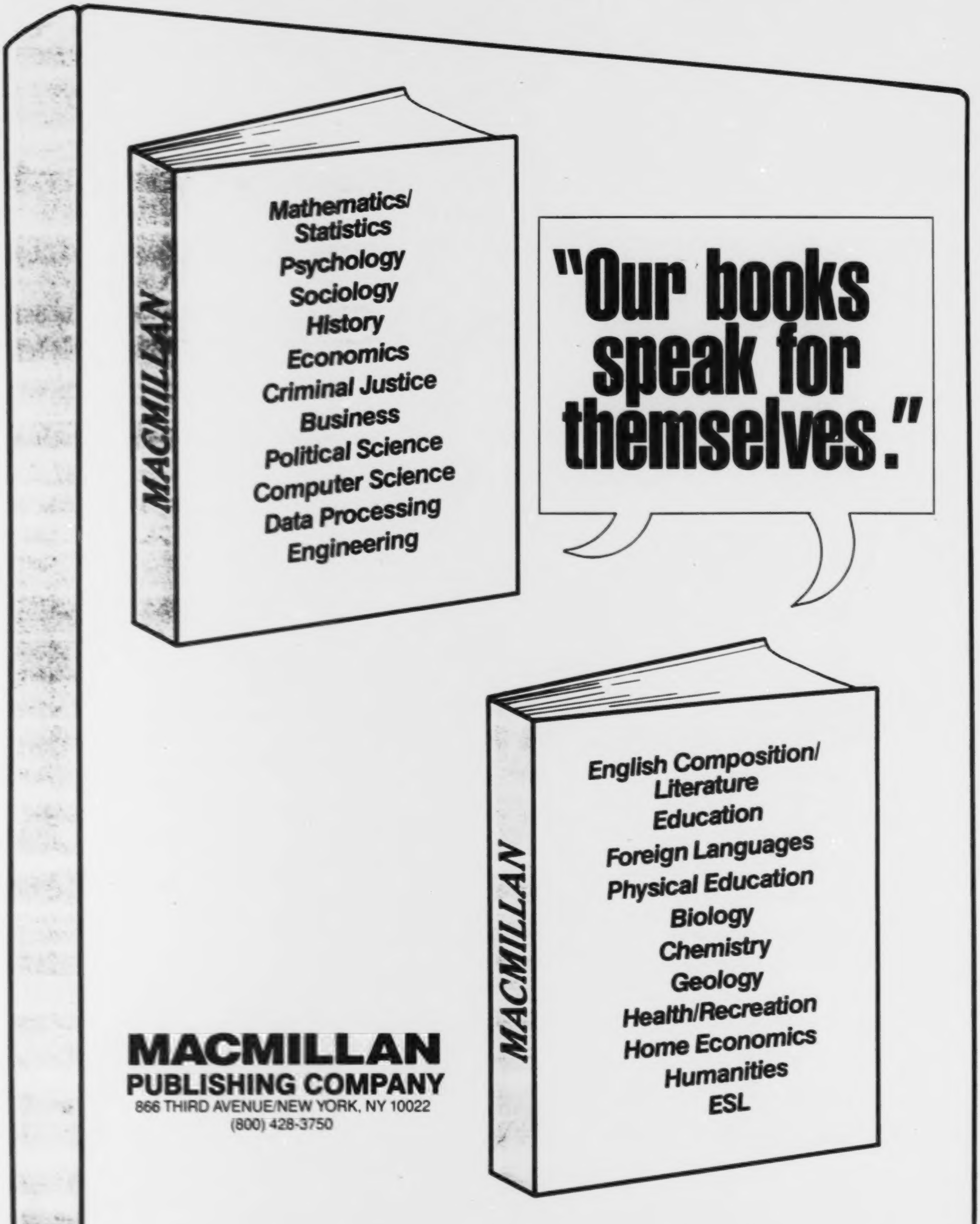

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TJCTA

MESSENGER

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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VOLUME XX APRIL 1989 NUMBER 4

LEGISLATURE MOVES TOWARD ADJOURNMENT

The regular session of the 71st Texas Legislature will end at midnight, Monday, May 29. With only a few days remaining in the session, major legislation affecting Texas public community junior colleges still awaits final action.

The all important **General Appropriations Bill** has passed both houses and has been under study for almost a month by the joint Senate-House conference committee. Both versions of the bill include substantial increases in state funding for junior colleges. Serious concerns have arisen in recent days as budget negotiators between the two legislative bodies and the governor's office recognize that there is, at a minimum, a $300 million shortfall between what the Legislature wants to adopt and the funding limits imposed by the state constitutional requirement for a balanced budget. Most observers are predicting a combination of increases in state fees (*e.g.*, copies of drivers' records and accident reports), the "discovery" of additional savings through technical accounting changes, and a possible increase in the state cigarette tax to allow final passage of the omnibus funding bill before the session ends.

Both House and Senate versions of the appropriations bill include funding for junior college faculty and staff insurance premiums—the item vetoed by Gov. Bill Clements during the last legislative session. The state contribution for staff insurance will be $115 per eligible employee per month—$1,380 per year—for each year of the biennium.

Funds for implementation of the Texas Academic Skills Program (TASP) are included in the appropriations bill, also—though not in amounts deemed sufficient for the level of remedial education generally expected to be required.

An "emergency" appropriations bill, including $28.2 million for **restoration of vetoed insurance appropriations** for the *current* biennium, has also passed both houses. Heated controversies regarding provisions of the bill completely unrelated to the junior college insurance section have delayed final action. However, most observers continue to express optimism that the vetoed funds will be restored.

Legislation affecting the **Teacher Retirement System** has also progressed slowly. Both houses have passed House Bill 85, by Rep. Jim Rudd (D-Brownfield), and the bill has been sent to Gov. Clements, who has already said he will sign it into law. TRS members will be eligible for unreduced retirement benefits at age 55 with 30 years of service. The measure also provides for cost-of-living increases for TRS members who retired before Sept. 1, 1986. Other TRS legislation waiting final action includes a bill providing for a $10,000 lump sum death benefit payment option for beneficiaries of retirees and a reduction in the TRS vesting period from ten to five years.

A proposal to reduce the state contribution to the **Optional Retirement Program** was considered by the House Committee on Retirement and Aging. The bill provides for a reduction in the state contribution to ORP accounts from 8.5 percent to 7.75 percent with a corresponding increase in participant contributions (from 6.65 percent to 7.4 percent). The bill also provides for ORP vesting after five years for individuals who begin ORP participation after Sept. 1, 1989. The bill was still pending in the House committee at press time, and is given little chance of passage.

TJCTA representatives appeared before committees of both houses to testify in support of increased state funding for two-year colleges, in favor of the restoration of vetoed insurance funds for the current fiscal year, in support of the "early retirement" legislation and other improvements in the Teacher Retirement System, and in opposition to the proposed reduction in state contributions to the Optional Retirement Program.

Between Jan. 23 and May 1, TJCTA representatives appeared to offer public testimony on at least 18 occasions. In most cases, the TJCTA positions were presented by Larry G. Shirts in his positions as state president and (after April 1) immediate past president. Scott A. Nelson, chairperson of the TJCTA Legislative Committee, and Executive Secretary Charles Burnside also appeared on behalf of the association.

In addition to presenting public testimony, TJCTA representatives have worked throughout the session in monitoring committee and subcommittee meetings and in private discussions with lawmakers.

"PORK BARREL" ROLLS FOR UPPER-LEVEL UNIVERSITIES

In what one veteran observer of Texas higher education politics called "a clear return to the days of the 'pork barrel,'" committees of the 71st Legislature have moved to create as many as six four-year universities within the coming decade.

A measure to convert Corpus Christi State University into a four-year school beginning in 1994 has been sent to the Governor. The CCSU expansion is part of a larger "South Texas initiative," which includes the merger of CCSU, Texas A&I University, and Laredo State University with the Texas A&M University System. LSU, another upper-level school, eventually would become a four-year university under a separate piece of legislation still awaiting final action.

Legislation calling for the downward expansion of the University of Texas at Dallas has passed the Senate despite strong opposition. Sen. Kent Caperton, D-Bryan, called the UTD bill "the worst bill the Senate has passed this session." In order to win Senate approval, supporters of UTD's downward expansion accepted amendments calling for four-year status for the Brownsville campus of Pan American University and for the University of Texas of the Permian Basin. Most observers expect the House of Representatives to amend the Senate measure by deleting the Brownsville and UTPB provisions and return the bill to the Senate, where concurrence in the House amendment would send a "clean" UTD expansion bill to the Governor.

A bill calling for the "upward expansion" of Central Texas College in Killeen to four-year university status in 1994 breezed through the House and appears likely to receive Senate consideration before adjournment.

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Four Seasons Hotel — Austin
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PRESIDENT'S MESSAGE

As we near the end of yet another academic year, let me take this opportunity to bring you up-to-date on a number of important areas of TJCTA's activities.

Thanks in large part to the active recruitment efforts of our local campus representatives, this year's membership drive proved to be particularly successful. For the first time in five years, our membership total actually **increased** over the previous year's, with more than 5,300 individuals joining TJCTA. Forty-one community junior college districts reported increases in TJCTA membership this year.

From a financial perspective, our Association has never been stronger. Aided by increased membership levels, our revenues for the past year **increased** almost five percent over 1987-88. At the same time, as a result of careful budget planning and somewhat conservative spending, we were able to hold the line on Association expenses and thus ended the year with a strong budgetary reserve.

Our state convention in February was once again a rousing success. The somewhat inclement weather in Austin did not seem to dampen the spirits of the more than 3,000 members and guests who attended. A particular highlight of the meeting for me personally was the outstanding address delivered by State Treasurer Ann Richards in the opening session, the text of which is reprinted elsewhere in the *Messenger*.

Based on informal feedback from many of you, it appears that both the quality and the timeliness of our Association's publications have continued to improve during this year. Aided by the efforts of the Editorial Review Board and its chairperson, Dick Lancaster, the State Office has produced a series of excellent *Messengers* which have been filled with informative and provocative articles, interviews, and analyses of relevant data. Furthermore, Scott Nelson, TJCTA Legislative Committee Chairperson, has done an outstanding job of keeping us abreast of developments in the Texas Legislature through the timely dissemination of a number of *Legislative Updates*.

Throughout the year, TJCTA leaders have continued to work closely with the Texas Higher Education Coordinating Board to voice the interests and concerns of community junior college educators on issues before that agency. In fact, during the past 12 months, current and former TJCTA officers have served on seven important advisory committees of the Coordinating Board.

Of course, a primary concern of our Association throughout the spring has been the current session of the Texas Legislature which convened in January and will adjourn on May 29. You may rest assured that we in TJCTA have done our utmost to represent our collective interests as two-year college educators vigorously—and effectively. Once again in this session, TJCTA has been the *only* faculty organization whose leaders have appeared repeatedly before House and Senate committees to advocate increased levels of funding for community junior colleges. Our efforts on your behalf have contributed to the restoration of over $24 million in employee health insurance monies which were vetoed by Governor Clements in 1987 and in increased levels of state funding for the coming biennium, including financial support for the implementation of TASP and the remediation which it will require.

Furthermore, we have worked hard—and successfully—to protect your retirement programs by actively supporting improved benefits under the Teacher Retirement System of Texas and by vigorously opposing proposed reductions in state contributions to the optional retirement program.

Unfortunately, we have been less successful in our efforts to block expansion of several upper-level institutions downward and one community junior college upward. In both the House and the Senate, we have testified on a number of occasions that such actions are contrary to sound public policy, would adversely affect neighboring community junior colleges, and would further strain already scarce state dollars at a time when funds do not appear to be available even to maintain the existing higher education system at an adequate level. Although at this time the final legislative outcome of these various initiatives is uncertain, it appears possible that, despite our active opposition, the legislature during this session may authorize as many as three additional free-standing, four-year universities to commence full operations within the coming decade.

Each of us can claim a bit of the credit for the many things we have achieved together this year as an Association. I want to pay particular tribute, however, to the members of this year's Executive Committee, with whom I have been privileged to serve; to the more than 100 TJCTA members who have served with distinction on the Association's eleven standing and special committees (and, in particular, to the chairpersons of those committees, each of whom has done an outstanding job!); to the section chairpersons who helped to make our annual convention an excellent professional development experience; to the many individuals who have, both officially and unofficially, helped us to recruit members at the local campus level; to the membership at large which has provided the Association both its support and direction; and last, but certainly not least, to the State Office for literally making it all "happen." The tremendous leadership, commitment, and hard work of these individuals have helped to make this past year a delight for me personally and a highly successful one, I think, for the Association as a whole.

Larry Shirts

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LARRY G. SHIRTS
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

The Case Against "Downward Expansion"

[Editor's Note: TJCTA is the only teacher organization to oppose proposals for the "downward expansion" of upper-level universities into full, free-standing, four-year institutions. Contrary to popular assumptions, that opposition is not based exclusively—nor even primarily—on the fear of the loss of jobs by community junior college teachers.

TJCTA members—especially those at colleges most likely to be directly affected by the expansionist pursuit of academic manifest destiny—are urged to consider the reasons for the Association's consistent, vigorous objections.

These paragraphs are based on testimony by TJCTA Past President Larry Shirts before legislative committees considering the downward expansion of Corpus Christi State University and the University of Texas at Dallas. The same arguments could be expressed against expansion by the University of Houston campuses at Clear Lake and Victoria, Sul Ross State University at Uvalde, East Texas State University at Texarkana, the University of Texas of the Permian Basin and at Tyler, and Pan American University at Brownsville.]

We oppose "downward expansion" for three principal reasons:

First, **no objective study by any agency of the state has found that downward expansion of any upper-level university would be in the best interests of the state's system of higher education.** Within recent years, there have been numerous comprehensive and objective studies of the state's college and university system. Every one of them, in addressing the status of the upper-level universities, concluded that the downward expansion of those institutions would be contrary to sound public policy.

Earlier in this decade, the higher education Coordinating Board conducted a study and submitted a report on a "long-range plan for Texas higher education." Two of the Board's "Recommendations to the Legislature" should be mentioned:

> The legislature should continue to deny any proposals to create additional senior colleges or universities, centers, or other units of higher education, as well as any proposals to convert a center or special-purpose institution into a separately recognized college or university.
>
> The legislature should continue to deny any requests to authorize an existing upper-level institution to convert to a four-year institution and any proposal to combine a community junior college with an upper-level institution, center, or branch to establish a four-year institution.

Not long after the Coordinating Board's long-range plan was submitted, the Governor's Task Force on Higher Education was created, charged with undertaking a "comprehensive review of higher education in Texas." The Task Force conducted 11 meetings on college and university campuses across the state. The Task Force report included a statement of "long-range goals for Texas higher education in the year 2000." In its report, the Governor's Task Force on Higher Education included these two recommendations to the Texas Legislature:

> The legislature should...
>
> • Deny any requests to establish new four-year institutions, centers, or other units of higher education in the state...
>
> • Be reluctant to authorize any existing upper-level institution to become a four-year institution or to authorize any proposals to combine a community junior college with an upper-level institution, center, or branch to establish a four-year institution.

Most recently, the Select Committee on Higher Education, established by the Legislature, submitted its report in February 1987. In transmitting the report to the Legislature, Mr. Larry Temple, Chairman of the Select Committee, stated that the panel "has made a comprehensive study of all issues and concerns relating to higher education in Texas." Following 64 public testimony presentations over a period of 15 months, the Select Committee prepared its report, based, in the Committee's words, "on the Committee's convictions of what is best for higher education in Texas, not economic or political expediency." One of the "priorities for strengthening the traditional role of higher education" cited by the Select Committee was "emphasizing quality rather than size." In order to "strengthen the system of public higher education," the Select Committee recommended a role and mission statement for each Texas institution of higher education. Significantly, the Select Committee did not recommend the downward expansion of *any* of the upper-level universities.

In response to the Select Committee's recommendations, the Legislature adopted, in 1987, House Bill 2181, often referred to as the "Texas Charter for Public Higher Education." In reinforcing the responsibilities of the Texas Higher Education Coordinating Board, the Texas Charter declared that "the board shall represent the highest authority in the state in matters of public higher education." And the Coordinating Board was directed to "develop a five-year master plan for higher education in this state and update the plan annually." It might be worth noting that the first meeting of the Texas Higher Education Master Plan Advisory Committee was held April 24.

Secondly, we oppose downward expansion because **the downward expansion of the upper-level universities inevitably will adversely affect neighboring institutions**, including other public and independent four-year institutions as well as nearby community junior colleges. As should be expected, our major concern is for the area community colleges, which have, for a number of years, provided excellent educational opportunities to tens of thousands of area freshmen and sophomores—at a relatively low cost both to the students and to the state of Texas. We don't believe there is any doubt that the expansion of upper-level universities will result in enrollment losses at all the nearby institutions. We find little comfort in suggested enrollment ceilings and limitations, because the same Legislature that can so drastically alter the universities' role and scope can even more easily revise or repeal any enrollment restrictions. Likewise, required "emphasis" on enrollment of students who "intend" to major in the natural sciences, mathematics, or engineering is not convincing. As we all know, many a freshman has embarked on a college career "intending" to major in one field, but finally settling on a major far removed from his or her original plan.

Proponents of the downward expansion of Texas upper-level universities regularly cite the experience in Florida, where upper-level institutions were expanded to receive lower-level students beginning in 1981. Apart from the fact that the downward expansion in Florida was a reaction to political—rather than educational—factors, some interesting data might be shared regarding the impact on public two-year and independent four-year institutions in the areas surrounding the new lower-division colleges:

- The University of North Florida, in Jacksonville, organized as an upper-level institution in 1965, began accepting freshmen and sophomores in the Fall of 1984. Nearby Florida Junior College experienced a *full-time student equivalent enrollment loss that semester of 22.3 percent in academic courses and 16.3 percent in vocational courses.* Another 10.2 percent decline in vocational course enrollment occurred the following year (1985).
- The University of West Florida, in Pensacola, which began accepting freshmen and sophomores in the Fall of 1984, reported that, according to the institution's own survey data, *25 percent of its entering students would otherwise have attended nearby Pensacola Junior College.*
- Florida Atlantic University, another of the new lower-division institutions, similarly reported that *15 percent of its entering freshmen would otherwise have attended local community colleges.*
- The President of Miami-Dade Community College estimates that *more than one-half of the freshman and sophomore students attending Florida International University (another of the new lower-division institutions) would otherwise be attending Miami-Dade.*
- Negative impact on lower-division enrollments has not been limited to the community junior colleges: At the University of Miami, an independent four-year institution, *lower-division enrollment declined more than one-third (36.1 percent) between 1980 and 1985*, while Florida International University was expanding downward. And at Jacksonville University, another independent four-year institution, *lower-division enrollments declined more than 27 percent between 1982 and 1986.*
- The enrollment losses cited above occurred in Florida *despite supposed safeguards* included in the legislation which authorized downward expansion of the upper-level universities—*including both strict enrollment ceilings and high admission standards.*

Nor are our concerns limited to quantitative factors. We are equally concerned about the impact of downward expansion on the attendance of high achieving students. At Miami-Dade Community College, when Florida International University was expanded (1981) to receive lower-level students, *the number of academically superior students declined steadily and drastically—from 500 in 1980-81 to 241 by 1985-86.* In the words of Dr. Robert H. McCabe, President of Miami-Dade Community College, "Since Miami-Dade Community College undertakes such a large share of the burden in the state to work with underprepared students, it is essential to the maintenance of educational quality that the College also enroll a good number of superior students. This loss of excellent students presents a serious problem for the College."

Finally, our Association opposes the downward expansion of the upper-level universities because **during the past two legislative sessions as well as in this session, the Legislature has been unable to find sufficient state dollars to fund the *existing* higher education system at an adequate level.** As long as this circumstance continues, we find it difficult to understand how the Legislature can vote to expand the college and university system further when by everybody's admission state funds are not available to maintain the *existing* system adequately.

We view with no small concern the collective actions of the Senate Committee on Education and the House Committee on Higher Education during the current legislative session. One or the other of the committees has voted to expand five upper-level universities downward and one community junior college upward, to create six more free-standing, four-year universities within the coming decade.

Not one of these actions came in response to recommendations of the Texas Higher Education Coordinating Board, or the Governor's Task Force on Higher Education, or the Select Committee on Higher Education. And while the deferred opening of the expanded institutions allows for modest fiscal notes—*this* year—it is not difficult to imagine the impact on the state budget by the end of the next decade.

We believe that for a host of reasons, legislative proposals for the downward expansion of upper-level institutions should not receive favorable action during this session of the Legislature.

A Place of Honor

Ann W. Richards

Treasurer of the State of Texas

Editor's Note: Following is the text of the keynote address delivered by the Honorable Ann W. Richards at the 42nd Annual Convention of the Texas Junior College Teachers Association, Feb. 16, 1989, in Austin.

As State Treasurer I give a lot of speeches about the Texas economy. People always want me to answer the same question, "How can we improve the situation and how soon is it going to happen?" Of course, I am always eager to put a positive spin on things so I am always looking for new answers: how Texans have traditionally turned lemons into lemonade; how we have managed to turn adversity into advantage and always come out stronger than we were before.

The community junior college movement in Texas really does fit that pattern. I don't know how many of you know that the first junior college in Texas was a product of a bankruptcy. Back in 1893, at the beginning of a nationwide economic depression, a four-year college was established in Decatur; but before the first class could graduate the creditors foreclosed on the property. Four years later, in 1897, the campus was bought by the Texas Baptist Convention and it was converted into a two-year institution. The junior college served Decatur for 68 years before it was moved to Dallas and made a private four-year university. Back in 1897, that junior college was a real innovation. It was the first junior college in the country. So Texas was really at the forefront of the two-year college movement and we have stayed there ever since.

From the beginning, junior and community colleges have been given an incredibly broad mandate. We have expected your institutions to be all things to all people. We ask you to take on all comers. We do, indeed, ask you to work with an open-door admissions policy—to take everyone who comes and to provide quality instruction in academic, technical, and vocational programs.

We have never expected more of you than we do now. The hard economic times of the '80s have caused business and government leadership to do a little soul searching. We have looked at the Texas economy and the international economy that is emerging and we have realized that education is central to all of our hopes for the future. We have come to terms with the idea that our past was in cattle, cotton, land, and oil, but our future is in the life of the mind—in knowledge, in innovation, and in skill. We have long given overdue attention to the public schools and we have come to understand the importance of our graduate schools and the advanced research that they generate. But we have not focused on the significance of the community junior colleges. We have seen each end of the spectrum but we have not seen clearly what is the preponderance of the educational system. And it is about time that community junior colleges were given the attention and the credit that they deserve.

[Texas Commissioner of Agriculture] Jim Hightower likes to say that there are only two things in the middle of the road—yellow stripes and dead armadillos. And today I think we can add community colleges to that list. You have been caught in the broad middle ground—caught between our concerns about the public schools and the economic products that are produced by postgraduate research and development. We don't hear enough talk about the fundamental role that is played by the community colleges. Our most important economic resource in this state is people. Our future is tied to a skilled work force, and we depend on you to give us that work force. Most of the new jobs that we are creating require some training beyond high school. And it is the junior college system that is providing the bulk of that training.

There are almost a million students enrolled in colleges and universities in this state and more half of them attend community junior colleges. Texas is second only to California in community college enrollment. Seventy-four percent of Texans who go to college enter your system first. Texas community colleges provide 95 percent of all of our technical, occupational, and vocational training.

We know that we have to have the skilled work force *now*. We cannot wait for our public schools to produce a more educated and literate work force 10 or 12 years down the line, because 85 percent of the people who will be in the work force in the year 2001 are already adults and too many adult Texans have left the public schools early or graduated with inadequate skills.

We have a high school dropout rate of 33 percent; and most estimates indicate that at least 10 percent of our high school graduates are functionally illiterate. When I talk to business groups I say, "If you don't believe what functional illiteracy means then just watch the next time you go to a fast food place where they don't put letters and numbers on the cash register any more. They put pictures of burgers and French fries because the kids can't read."

We simply cannot allow those people to slip away. We have remedial work to do—not only as individuals, but also as a society. We are depending on you to help us with that—to open your doors to students who may lack preparation and self confidence and who need a new chance to grow.

As a result, you are being told that what we need to do is to test these students. I want to applaud you for taking the step that you have taken to say to the state of Texas, "We are willing to provide the testing; we are willing to provide the counseling; we want to provide the teaching, as long as you provide the money that it takes to do all three." I don't think any of us want to see testing as a way to deny access to our junior colleges, but I do encourage you to take the matter of financing very seriously.

There are two pieces of legislation that I would call your attention to. One is by State Representative Eddie Cavazos of Corpus Christi that is directed toward TASP. That piece of legislation requires that unless the

"It is time for us to stop treating you like poor relatives who get the leftovers and hand-me-downs."

---

money is going to be provided by the state of Texas in this session of the Legislature then the test will not be given.

The second piece of legislation (which is more far-reaching and may not pass this session but certainly deserves your attention) is by State Representative Dan Morales of San Antonio. Morales has proposed that whatever the Texas Legislature passes that directly affects local governments and local tax bases, if there is a mandate from the state to provide certain services, the state in turn must provide the funds to carry out those services. It is long overdue legislation.

I am not sure whether you know that community colleges have produced many of our Texas leaders. Comptroller Bob Bullock, Bobby Ray Inman, Ross Perot, former Chief Justice John Hill, Will Davis (who serves on the State Board of Education), and Ernestine Glossbrenner (a former school teacher who now chairs the House Committee on Education in the Texas Legislature) are all products of community junior colleges. These people have won influence, they have won fame, and their success honors you. But the greater honor is in the lives of hundreds of thousands of ordinary Texans who are leading productive lives, who have good jobs, who care for their families because of the educational opportunity that you gave them.

We know that our work force is going to be made up increasingly of women and minorities in the future. Because women still have the primary responsibility for balancing family and work, sometimes we are more likely to delay our education beyond high school. We need the flexibility that your institutions provide us. Minorities are still struggling to overcome years of discrimination and educational neglect—especially among Hispanics, the fastest growing and youngest segment of our population. Their dropout rates are higher and their educational attainment is consistently lower than that of Anglo students. Sixty-eight percent of Hispanics and 61 percent of Black students start their college education with you, and half of all minority college students are enrolled in community colleges.

We know that our work force is going to need training and retraining many times. They tell us that workers are not only going to change jobs but most will change careers as many as four or five times in their lifetime. We can no longer view education as a finite and ended process. It is going to be—and is—a lifelong endeavor. Workers will be required to master new technologies, and our businesses are going to rely on you to provide much of that training.

Just look at community junior colleges now. They are ahead of most other educational institutions in providing training. An example is San Antonio developing as a leader in biomedical research and manufacturing, with its community college providing much of the training for the employees of those businesses. Austin Community College has added course work in various high-tech fields to support the development of that flourishing industry in this town. Tarrant County Junior College has pioneered in training for aeronautical technology. Every year Texas business sends 100,000 employees to community junior colleges for training. What all this boils down to is that the vast majority of Texans will depend more than ever on community junior colleges, and our economic success is directly tied to your success.

Now given that situation you would think that policy makers at the state level would just be falling all over themselves to help you accomplish this mission. But that is not the case. You've got one-half the state's college students but you get one-fifth of the higher education budget. The state share of your funding has actually been reduced over the last two years. Faculty salaries have failed to keep pace with inflation, and like most faculty salaries they are lower than they should have been in the first place. On top of that, the Governor's major policy initiative for community colleges during the last legislative session was a veto of your insurance benefits.

Well, all of our talk and concern about educational excellence is pointless if you all are left out of the equation. It is time for us to stop treating you like poor relatives who get the leftovers and the hand-me-downs. You deserve a place of honor at the family table and it's long past time that you got it.

You have earned our respect and our appreciation, and I am here tonight to express that appreciation to you. I used to teach school for a brief period of time and I will tell you it was the hardest work I ever did. I can count on one hand the times that someone said, "Thank you for what you are doing." So I want to say, "Thank you for the work that you do." I want to thank you for your willingness to continue and your patience with the policy makers in Austin. When all is said and done, that grand, intimidating thing we call an educational system rests on the same strong foundation that it has since the days of Socrates—the teacher who is poised with a question and driven by the belief that the answer will be found in a student.

We shower praise on the researcher locked in a laboratory or the Nobel Prize winner who gets the media coverage, but it is you that we count on every day to be in a classroom building a future. We ask the world of you because our best instincts ask you not just to teach but to cause learning to flower; to ignite thinking; to nurture not only intelligence but the human spirit as well; to bring to life not only the scientist, the worker, and the statesman but to strike a spark that calls forth the poet, the artist, the comic, and the philosopher.

And in return we offer you a sort of immortality. Years after the class is over, it isn't the methods, or the curriculum, or the test scores that we remember; it's the teachers. If we don't always speak our gratitude, we individually live it. We are proud of what you do. We are proud of what you have made of us and of our children. We are hopeful that through these difficult times in which you have not been thanked enough that you will stick with us and with these students, because therein lies all our future.

Perspective from the Classroom

A Conversation with Professor Don Billiar on the New Jersey Basic Skills Assessment Program

[Editor's Note: Don Billiar is Senior Professor of English and former chairperson of the English Department at Union County College in Cranford, New Jersey. Union College is a two-year, multi-campus college enrolling approximately 2,500 full-time and 5,500 part-time students. Its faculty of 400 is equally divided between full-time and part-time instructors. Before coming to his present position in 1972, Dr. Billiar taught at the University of Montreal, the University of Illinois in Chicago, and Butler University. He is a founder and former editor of Genre, a learned journal, now published through the University of Oklahoma. Dr. Billiar received the Master of Arts degree from the University of Nebraska and the Ph.D. from the University of Michigan.

During the development of the TASP test, educators in Texas have heard often from Coordinating Board staff members and, from time to time, visiting officials and administrators in those states where similar testing occurs. We have heard less—if at all—from the classroom teachers in those states. The following conversation is meant to fill that gap. Dr. Billiar was interviewed by telephone from his home in Jersey City, New Jersey, by Richard Lancaster, chairperson of the TJCTA Editorial Review Board.]

MESSENGER: Although there are some important differences, the New Jersey Basic Skills Assessment Program is similar to the test we here in Texas are preparing for. Like TASP, it mandates basic skills assessment of virtually all students entering public higher education and requires mandatory remediation for those students whose skills are deficient.

BILLIAR: That's right. Our test is required of all students entering any public institution of higher education which has state support. Basically, that's anybody going into a community college or a state college, like Rutgers. Many private colleges require it, too.

MESSENGER: How many years has New Jersey been giving its test?

BILLIAR: It was started in 1976. I think our school gave it in 1977 for the first time.

MESSENGER: Do the students pay a test fee?

BILLIAR: No, I think the state takes care of the fee. I'm pretty sure of that.

MESSENGER: Has the program or the test changed over the years in significant ways?

BILLIAR: I don't think so. Its pretty much the way it started. When the test was first administered, there was a logical inference section, but they found that it correlated so highly with the reading results that it wasn't necessary. There's a sophomore test being looked at, but that's very much in the experimental stage.

MESSENGER: This sophomore test, I imagine, would measure a student's skills at the end of a two-year period. But the current test is for placement purposes only?

BILLIAR: Yes. Now when the test started, it was going to be advisory. It very quickly became mandatory with placement required. The one thing that people are bothered about is that developmental students are being given the test at the end of their period of remediation. They're avoiding calling it an exit test. In other words, they're not saying a student must pass the test to get out of the course, but for those students who pass the course on a grade, their performance on this retest is reported to the state for comparison purposes. I think that is one feature that bothers people a bit.

MESSENGER: Unlike the New Jersey program, every student who takes the TASP test must pass all three sections of it—reading, writing, and math—before he or she can take courses beyond 60 hours. That is a significant difference between the two tests. Listening to what you just said, I'm wondering if this is something you might want to react to.

BILLIAR: I think that's putting an awful lot of weight on that test.

MESSENGER: The governing agencies here in Texas have made a considerable effort to involve teachers in the development of the TASP test. Even so, some teachers are anxious about the potential effects of TASP, not all of which they see as positive. They worry about how the test is going to affect their enrollments, the content of their courses, their teaching responsibilities, faculty retraining...

BILLIAR: I'd say people here worried about all this at the beginning also.

MESSENGER: ...even the evaluation of faculty and, ultimately, institutional funding. By this time, many of us have heard presentations by state officials where testing already occurs, but we haven't really heard from the classroom teacher. You've been teaching at Union County College since 1972, so you know what things were like before the test and now with the test. There would be a lot of interest, I think, in hearing the perceptions of someone like yourself.

First, were there events—educational or political—to which the test was a specific response?

BILLIAR: Well, I think there was a recognition that we were getting more and more students who were not prepared for college. So the Basic Skills Council was established, and they worked up this test. The Educational Testing Service submitted bids, but they worked very closely with faculty in developing the test. That, by the way, is very important, I think—to have faculty involved.

MESSENGER: In the beginning what sorts of worries were on people's minds?

BILLIAR: Some of the worry was—well, as the test became mandatory, people like the math teachers who had their own test were disturbed that they couldn't give it anymore because of the lack of time. The English people liked the idea that there was an essay component, but they were very suspicious that you could measure things like grammar and reading ability through this test. However, I think the test has shown itself to be pretty accurate. Sometimes when I was advising students, and there was a success score and a failing score, and students' scores were between that, then I'd check the essays, and I would find they'd tend to fall in that gray area, too. So the objective part does place them pretty accurately. We've found the essay and the objective portions agreed very much. I think it surprised some people.

MESSENGER: And today? What do you think the math and English teachers think?

BILLIAR: I think people feel that it's basically a good test.

MESSENGER: What about teachers outside the disciplines of math and English?

BILLIAR: When we started having placement, people in history... In fact, when I was chairing the faculty, I came under quite a bit of attack from some colleagues because even before the state required it we said people would have to go into developmental reading before they could do other things if they placed on a certain level. These people felt it was kind of stealing students from them. I tried to argue that it wasn't; they would get these students, and I think that's proved the case. In fact, retention has improved, and the students who are placed in remedial courses take longer but they end up doing as well as or better than students who are not placed in remediation. At least that seems to be what our effectiveness reports show.

MESSENGER: And this is your view developed over how many years?

BILLIAR: Ten, eleven, twelve years, something like that. I think nobody would want to back away from mandatory placement. As I have talked to people, one thing they *do* say is that they would like more flexibility at the institution so they could override the test and do with students what their experience tells them is best. Math teachers, for example, sometimes say students will fail the test, and they are required to take a semester of what amounts to arithmetic; but if they would take just a couple of weeks to brush up on their fractions and so on, they would probably pass the test. Other than that I think people probably feel that the test is basically pretty sound.

MESSENGER: Was the transition to the test difficult?

BILLIAR: Not terribly. One thing that helped is that students have the right to be retested at the institution on any part of the test, which I think is important. If they fail just one of the math tests or the reading test, they can take that one particular section over again, and there are a number of dates given when they can do that. It takes a while for everybody to know that. We do always have a problem getting that through to people, and that's a matter of having good counseling and counselors trained to know these things—and the faculty also. They're probably the hardest ones. If you have faculty advisement, they have to know all these things.

MESSENGER: Good counseling and advisement become especially important?

BILLIAR: Yes, they do. In fact, I would say we *still* have this problem of some students trying to evade the test who end up registering on their own, and then we have to catch them and all that sort of thing. Counseling is a critical problem.

MESSENGER: For several years elementary and secondary students in Texas have been taking a state test called the TEAMS [Texas Educational Assessment of Minimum Skills] test. Recently, I read a newspaper article reporting that some elementary teachers in one school district were complaining that the test was inhibiting their teaching. Some subjects, they said, were being over-looked in the pressure to teach basic skills. This is one of the things some teachers fear about TASP, I think—the possibility that a test like TASP can come to control what happens in a teacher's classroom. Do you hear your colleagues, those in the traditional disciplines, complain that the New Jersey test has somehow changed what they can do in their classes or somehow forced them to change their instructional strategies?

BILLIAR: I would say on the high school level this is probably true. We have in New Jersey what's called the High School Proficiency Test. I hear more and more about its controlling their curricula in the high schools and secondary schools. It has not so much been a problem on our level, although since the state, or the Basic Skills Council, is using the test as an exit test—not exactly as an exit test—at the end of the semester a lot of the developmental teachers now train their students by having them take a previous version of the test, so that they become test wise. But I don't think it's really come to the point that you can say teachers have reduced the amount of material they cover. It's not to that extent.

MESSENGER: But you don't hear teachers in the sciences, let's say, complaining that this test is changing the teaching they do in their classrooms?

BILLIAR: No, it wouldn't affect them at all. They might have complained at first they were losing students, but I think now they realize they are going to get those students after the students get through with remediation.

MESSENGER: Are your vocational teachers behind the test? Do they see a problem in having their students placed in required remedial courses?

BILLIAR: I was talking with someone in the Allied Health Program just the other day about that. She was saying students take longer now to get through the program. I asked her if she would want to go back, and she said, "Oh, no." Students come less prepared, so all the more reason you have to give them more training in basic math and reading before they come to these other things. I really don't think anybody would want to go back to the situation before some kind of placement.

MESSENGER: Do you know specifically of any programs or courses on your campus where enrollment decreases can be directly attributed to the results of basic skills assessment?

BILLIAR: I don't think so. There are programs that have declined and some that will probably have to be eliminated, but I think that is more the result of market demands or technology, that kind of thing. No, I don't think it is because of basic skills testing and mandatory placement.

MESSENGER: The study guide that has been developed to help students prepare for the TASP test is an imposing 600 pages. There is a real worry, I think, that the test is going to keep people out of college—simply frighten them away. What has happened in New Jersey? Do you know of any evidence that testing is keeping students out of higher education who would otherwise be there?

BILLIAR: I really don't. We have open admissions, so that any high school graduate, even a non-high school graduate of a certain age, must be accepted. I don't think this program has kept anyone out. I've never heard of anyone saying, "I was afraid to take the test," or anything like that. No, I don't think students are kept away, but it's important to have the retest provision. As a matter of fact, with a declining high school population, our college enrollments are up. Everywhere in the state it's the same.

MESSENGER: Do minority students accept the fairness of being placed in remedial courses based upon the results of a standardized test?

BILLIAR: Not entirely, no. I think you'd have to say there are charges of cultural bias. I know that people try to work to eliminate it, but I think there is cultural bias. I've heard that from other people, too.

MESSENGER: Is the bias significant enough to raise questions about the validity of assessment testing and placement?

BILLIAR: I don't know. It may be that certain of these cultural things *are* necessary for success in college, and maybe other biases are in the test just because of the way the questions are written. I think it is important to try to counter bias. It's important to have the test pre-tested and try to engage minorities in the writing of the questions. We always need to do more and more of that. But just to be honest, I think there is cultural bias.

MESSENGER: Students don't always take the long view of their education. They want a degree, preferably as quickly as they can get it. So some teachers worry that students are going to dig in their heels against more testing which, for some of them, means more required courses. Has there been any real student resistance on your campus to being required to take developmental courses?

BILLIAR: I don't think so. They do sometimes try to get out of the developmental requirement, but generally if they're told its mandatory, that the state requires it, they tend to accept it. Basically, I think they know they probably do need it. Or they're adults, they've been away for awhile, and they know they're not prepared. It's when you tell students that they need a second semester that some of them try to avoid it. You know, they're eager to get into the credit courses. But I think it's kind of amazing how they do accept it.

MESSENGER: Are your developmental courses taught by a separate department which has remediation as its responsibility?

BILLIAR: Ours are not. There have been attempts, even by some people on the faculty, to have us get a separate department. But we've resisted that. The math department has its own people, and in English we like to have some people doing both developmental and regular courses. We keep the reading and the developmental courses within the department. We want to keep it that way.

MESSENGER: What exactly is your thinking in keeping remedial courses within the English and math departments?

BILLIAR: There are other community colleges [in New Jersey] which handle remediation quite differently, of course, including some that hire people on a kind of *ad hoc* basis. But we think it's better to have a continuity with the regular courses, even if possible to have some of us in the department teach the developmental classes. Philosophically, it's better because it gives us a more serious attitude toward it, and we tend to understand the problems involved better. We think it's better for motivating the students, too. This is not to mention the kind of exploitation that happens when you hire people practically like adjuncts.

MESSENGER: Do students get credit for developmental courses?

BILLIAR: Yes, they get credit but not the kind they can transfer.

MESSENGER: Does your college use assessment results to restrict enrollment in classes other than English and math? For instance, do students have to demonstrate through their test results competencies in reading and writing before they can enroll in a biology or a history course?

BILLIAR: They can't go on to the regular credit English and math courses until they complete the remediation requirement. Now the state is also—and we've been somewhat lax about this and are always tightening up—they are saying students should not take courses which require a lot of reading—say, psychology or history—if they have a reading deficiency. If they have deficiencies in reading and math and so on, they should take no credit courses until they have completed that. We have a few credit courses that have been designed for these students, and so far there are just a few that carry some credit—the government course, for example. But basically if they have to have the basic skills courses, students can't take credit courses.

MESSENGER: Aside from the anxiety about loss of enrollment, I suppose Texas teachers worry most about faculty retrenchment and the retraining of existing faculty to teach developmental courses. Have you added large numbers of developmental courses on your campus over the years that require reassignment of faculty?

BILLIAR: Certainly our developmental part of the faculty has increased, but that has been done mainly through attrition. When people have retired or resigned, we've attempted to replace them with faculty who have been trained for developmental courses or who can teach these courses as well as the credit courses. We have done some retraining of existing faculty also. We have a pretty good retraining policy; the school pays for it basically. We've tried to work with what we have.

MESSENGER: But there hasn't really been wholesale taking of faculty from one discipline and making them teach developmental students?

BILLIAR: No. Definitely not. We just haven't done that. On the other hand, sometimes if you have a decline in a program somewhere, then you have a teacher who wants a job, but we won't allow them just to go over and teach developmental English or something like that. We require the credentials.

MESSENGER: Is there any linking at your college of faculty evaluation, promotion, or compensation to student performance on some kind of standardized test results, like the basic skills assessment test we've been talking about?

BILLIAR: Absolutely not. You get some people who say, "Oh, look! My students did well on this—you know, better than...", that sort of thing. I don't think the same test should be a placement test and an exit test. I just don't think that's sound.

MESSENGER: Unsound how?

BILLIAR: Well, I don't know that much about designing tests, but presumably you would put different things in a test. If you're placing students, you do one kind of thing with a test; if you're deciding this is going to tell us if students have mastered something or other, then you would think about the test in a different way. I think the people who have designed [our] test as a placement test would have reservations about its being used in some other way. I think there would be a difference in strategy in the way a placement test and and exit test would be designed.

MESSENGER: Has student learning really improved because of the New Jersey program? Do students perform better in their courses because their basic skills are being tested and, if needed, remediated?

BILLIAR: As I said, I think it increases retention. I think students are saved who would not otherwise be. It does take them longer, though, but they do get through. There's enough evidence of that. You know, the state has certain basic criteria by which to judge that, and all these criteria seem to show that it does work. Every school submits effectiveness reports, so there has been considerable research that has shown this.

MESSENGER: What success have you collectively—I mean all of you as educators—had in convincing the citizens of New Jersey, the taxpayers, the parents of the students affected, that assessment testing and required placement are good things to do? Are there lingering doubts anywhere about the value of the New Jersey program?

BILLIAR: This becomes a problem. I've heard the question put this way in the last year or so by the legislature and the county freeholders, as they are called here: "Why are we paying twice for educating these students?" Well, how can you answer? The answer is that it's better to pay twice than to build prisons. For whatever reasons that students from the high schools and junior high schools come to college unprepared—well, what are you going to do? Just dump them in the streets? The ideal thing would be to see that students are prepared when they come to college. I know people at my school, faculty members, who say "Put them in my psychology course and let them sink or swim." We do have some of those kinds of teachers, or people have those kinds of values. They still aren't convinced; but I think most people believe that placement and remediation are necessary.

MESSENGER: You're a reader for the Educational Testing Service which administers the New Jersey test. What have you seen over the years that might suggest that student writing is or isn't getting better?

BILLAR: I don't see much change in it.

MESSENGER: Can we conclude, then, that placement testing in higher education hasn't much influenced what occurs in secondary education?

BILLIAR: It doesn't seem to. That's what I think, and I've asked other readers what they think. They don't believe they've seen any difference. The pattern we get at ETS is that at the beginning of the year you get some pretty good writers. Toward the end of the summer the grades go lower and lower and lower as you get people coming in at the last minute. That pattern seems to continue. I'll tell you where I *have* seen a change, though: the National Teachers Exam, where the writing seems to have improved from when I first saw it. Well, peoples' careers are tied to it, and they have become aware that they have to write. I think this writing has improved, and I've heard that from other readers, too.

MESSENGER: After all these years, what do you see as the best and worst results of a state-mandated basic skills test for students entering higher education?

BILLIAR: The best of it, I think, is that it tells the students they have to remediate their deficiencies, and you get little argument. It makes for some sort of orderly placement process. Also it's the basis for research by the state. The worst of it is that maybe you need more flexibility at the individual schools to place students on the basis of the judgment of a teacher.

MESSENGER: Do you find that there is a relationship between the success of testing and placement and teachers' willingness to make it a success?

BILLIAR: Yes, I think so. I think the people who do the developmental work are especially people who are likely to make it a success, whereas people in the more traditional disciplines are maybe the ones who have reservations.

MESSENGER: But do you think that those teachers outside math and English have come to see this program as something that benefits students and helps the learning process?

BILLIAR: My opinion is that they have. Most of them. There are some hold outs. They've grown up in a different tradition. They're more—well, I want to use the word "elitist."

MESSENGER: Let me see if I understand what you've been saying. Assessment testing and placement can make the process of education work for more people by helping to keep a group of students in college who have had trouble staying there. When we can do that, we are better as educators and better as a society.

BILLIAR: That's the idea, but a lot depends on who's making out the test and the assumptions behind it. We still have that problem of cultural difference. Maybe that isn't solvable. Maybe there are people who are going to do well in school and life, and they're going to be the ones who have been given these skills by society; but still we have to be very careful about keeping people out of education. What we can do is try to use testing and placement to help them.

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VOLUME XXI SEPTEMBER 1989 NUMBER 1

UPPER-LEVEL UNIVERSITIES TO BE STUDIED...AND STUDIED... AND STUDIED

The status of the state's eight remaining upper-level universities will be the object of studies by at least three different bodies in the coming months. Since proposals for "downward expansion" of upper-level institutions and centers are renewed every time the Legislature meets, it appears to be "an issue that won't go away," according to one state higher education official.

House Speaker Gib Lewis, in an interim charge to the Committee on Higher Education, asked that panel to "study the status, role and mission of upper level centers and institutions in the system of public higher education" and to prepare a report to the 72nd Legislature, which will meet in January 1991.

State Senator Kent Caperton, chairman of the Senate Committee on Finance, asked the Texas Research League to "examine the short- and long-term implications to the state of the trend toward converting upper-level two-year institutions to four-year institutions."

Finally, the Texas Higher Education Coordinating Board has directed a staff study "of all upper-level, general academic institutions" to be completed by October 1990, "so that the information gathered can be a basis for any testimony that may be required on bills related to upper-level institutions during the 1991 legislative session."

The status of the upper-level institutions has become a perennial issue in the Legislature as local chambers of commerce and business interests persist in pressing the view that the two-year universities are inherently inferior and should be expanded to become full, four-year institutions. Specific objects of the studies will be the University of Texas of the Permian Basin, the University of Houston–Clear Lake, Sul Ross State University at Uvalde, the University of Texas–Pan-American at Brownsville, the University of Houston at Victoria, East Texas State University at Texarkana, the University of Texas at Tyler, and Laredo State University.

The TJCTA Legislative and Executive Committees have recommended that the Association continue to oppose the downward expansion of the two-year institutions.

151 ATTEND CONFERENCE FOR FACULTY LEADERS

Marvin Felder

Frank W. Hill

Kent Caperton

Kenneth Griffin

Robert W. Wylie

One hundred fifty-one faculty leaders from 51 Texas college campuses attended the 10th annual TJCTA Conference for Faculty Organization Leaders held in Austin in September.

Principal speaker for the opening session was Marvin R. Felder, president of Temple Junior College, who spoke on "The Faculty Role in College Decision-Making." Dr. Felder discussed the joint faculty-administration professional consultation agreement in effect at Temple Junior College since 1979, and also spoke about criteria of the Southern Association of Colleges and Schools pertaining to faculty involvement in institutional governance.

TJCTA attorney Frank W. Hill, of Arlington, addressed the conference's second session on the topic "Current Legal Issues Affecting College Faculty." Mr. Hill discussed recent court decisions and responded to participants' questions concerning faculty rights and responsibilities.

Speaker for the luncheon session was State Senator Kent Caperton, who spoke on "The Faculty Organization and the Texas Legislature." Sen. Caperton discussed legislative concerns of two-year colleges and shared general observations concerning the state's fiscal condition.

"Enhancing Faculty Effectiveness" was the topic for the afternoon session. Kenneth F. Griffin, biology professor at the Northwest Campus of Tarrant County Junior College, discussed aspects of personal growth and renewal in combatting "burn-out." Robert W. Wylie, English professor at Amarillo College, discussed methods of maintaining group vitality and overcoming apathy within the faculty.

TJCTA State President Emmeline Dodd expressed pleasure at the success of the conference. She pointed out that this year's conference had the largest attendance from the largest number of colleges since the Association began sponsoring the fall conference in 1980. All of the 106 participants who completed conference evaluation forms rated the meeting as "very beneficial" or "beneficial."

As in previous years, plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee.

NOMINATING COMMITTEE INVITES RECOMMENDATIONS

B. Lawrence Bell, Tarrant County Junior College–Northeast Campus, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the Association for 1990-91.

Recommendations should be submitted *immediately* in order to be considered by the Nominating Committee in its mid-November meeting.

Recommendations should be sent to:

B. Lawrence Bell, Chairperson
TJCTA Nominating Committee
Tarrant County Junior College–NE
828 Harwood Road
Hurst, Texas 76054

Mr. Bell may be reached by telephone at his office: Area Code 817, 656-6523, or at home: Area Code 817, 485-0306.

PRESIDENT'S MESSAGE

We are well into the fall semester, and I hope this is a successful year for you—professionally and personally. From every indication, this will be a *banner year* for TJCTA.

In May, we had our annual leadership retreat. My fellow officers and 10 of the 11 committee chairpersons spent three days discussing the work of the Association and planning specifically for activities of this year. All of the standing committees have met—with excellent attendance and much enthusiasm, and the various subcommittees are busy carrying out their responsibilities.

The tenth annual TJCTA Conference for Faculty Organization Leaders was attended by more than 150 persons from some 51 campuses across the state. An outstanding program with informative speakers assured the success of the conference. Special thanks go to members of the subcommittee which planned the program: Dan Mendoza, Lee College, chairperson; Glenda Easter, Dallas County Community College; James Calarco, Blinn College; Kenneth Griffin, Tarrant County Junior College–Northwest Campus; and Tom O'Kuma, Lee College.

As far as two-year colleges are concerned, we were generally well pleased with the outcome of the 71st Legislature: Community junior colleges received a significant increase in state appropriations over the preceding biennium (a larger increase than any other major component of the state's system of public education). More than half of the funds for community college staff insurance vetoed in 1987 were restored. Major improvements in the Teacher Retirement System were enacted, and efforts to reduce state contributions to the Optional Retirement Program were defeated. TJCTA leaders maintained a presence in the Capitol throughout the session—attending *every* legislative hearing at which issues of interest and concern to two-year colleges and their professional staffs were considered. On 18 occasions, spokespersons for TJCTA presented formal testimony; and countless hours were devoted to monitoring committee deliberations and visiting privately with legislators in their offices. *Contrary to what you might have seen or heard elsewhere, TJCTA worked tirelessly—and effectively—to advance and protect your interests throughout the session.* In this connection, I want to express special thanks to Past President Larry Shirts for his work, for his many trips to Austin to appear in behalf of the TJCTA legislative program, and for his well-prepared and well-presented testimony.

Although the 1990 TJCTA convention is more than three months away, your officers, committee members, and state office staff are busily preparing to make this year's convention a memorable one. Let me urge you to begin making plans to go to San Antonio for the convention. I am aware of some of the preliminary plans for section meetings and general sessions, and I assure you that the 1990 convention will be worthwhile. A preliminary convention schedule appears on page 21 of this issue of the *Messenger*. Also on that page is a list of chairpersons for the 47 section meetings. A hotel reservation form will be found on page 3.

In TJCTA's state office in Austin, further improvements in the computer system have been completed. The purchase of a new, larger computer and the memory expansion and upgrading of our older system help make our state office more productive and efficient.

The most exciting TJCTA news is that our statewide membership is higher than it has ever been at this date! The success thus far in our annual membership drive is no accident. In a day-long workshop for campus representatives last August, plans for the membership drive were discussed. Several colleges have already exceeded last year's final membership total, and some have exceeded their previous all-time record high membership. A hearty "thank-you" is in order for all of the campus representatives for their outstanding—and successful—efforts in our membership campaign.

We realize, of course, that all of TJCTA's activities are made possible by the individual support—and active involvement—of each member. So let me take this means of extending to you our sincere thanks for your interest and support in the Association's work. And let me also encourage you to consider becoming still more actively involved. Volunteer to assist in the membership campaign on your campus. Offer your services on one of the TJCTA committees. Unfortunately, not everyone who expresses interest in serving on a committee can be appointed. With an expected state membership of more than 5,500, only a few more than 100 committee appointments are made each year. And under provisions of our constitution and bylaws, there are normally only four appointments to each of the three standing committees (Professional Development, Legislative, and Membership Services) in a single year. Nevertheless, if you are interested in becoming more actively involved in TJCTA leadership, I encourage you to make that interest known to one of this year's state officers.

As you can tell, I'm excited about this year in TJCTA! I hope you will share in some of that excitement. I look forward to seeing you during the convention in San Antonio next February!

Emmeline Dodd

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1990 convention in San Antonio.

Suggestions should be received by Feb. 1, 1990, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 15, 1990, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

Henry Castillo, Chairperson
TJCTA Resolutions Committee
Temple Junior College
2600 South First Street
Temple, Texas 76504

TJCTA
MESSENGER

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EMMELINE DODD
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 43rd annual convention, Feb. 15-17, 1990, in San Antonio, are encouraged to reserve hotel accommodations early. A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

Headquarters hotel for the 1990 meeting is the San Antonio Marriott Rivercenter, located at Bowie and Commerce Streets. With the exception of a few "field trips" for some of the section meetings, all convention activities will be held in the Marriott Rivercenter. Overflow housing has been arranged at the LaQuinta Motor Inn–Convention Center, just one block from the Marriott.

Hotel accommodations may be reserved by completing the form below and mailing it to the hotel at which reservations are desired. The reservation form **should not** be sent to the TJCTA State Office, as that will only delay processing. Reservations by telephone are not advised.

Reservations will be processed as they are received, on a first-come, first-served basis. If accommodations are not available at the member's first choice hotel, the form will be forwarded to the other property and the member will be notified.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

43rd Annual Convention — San Antonio, Texas — February 15-17, 1990

HOTEL RESERVATION FORM

INDICATE HOTEL PREFERENCE. MAIL FORM DIRECTLY TO PREFERRED HOTEL.

☐ **Marriott Rivercenter Hotel — 101 Bowie Street — San Antonio, Texas 78205**
☐ **LaQuinta Convention Center — 1001 East Commerce Street — San Antonio, Texas 78205**

Please reserve _____ room(s) of the type(s) indicated below:

Check accommodations desired	*Marriott Rivercenter Rate*	*LaQuinta Motor Inn Rate*
_____ Single Room (1 person)	$ 87	$ 54
_____ Double Room (2 persons)	$100	$ 64
_____ Triple Room (3 persons)	$115	$ 69
_____ Quad Room (4 persons)	$125	$ 74

Arrival Date: Feb. _____, 1990 Arrival Time: *_______ __.m. Departure Date: Feb. _____, 1990

(Marriott Rivercenter check-in time is 4:00 p.m.; check-out time is 12:00 Noon. LaQuinta Motor Inn check-in time is 3:00 p.m.; check-out time is 1:00 p.m.)

** Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night's lodging.*

☐ Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with the following credit card:

Type______________________ Number______________________ Expiration Date______________

IMPORTANT INFORMATION: The Marriott Rivercenter Hotel and the LaQuinta Motor Inn are unable to grant direct billing for room or incidental accounts. The hotels accept all major credit cards. In the absence of an approved credit card, the hotels request payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotels will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name______________________________ Phone: A/C_________–____________

Address______________________ City______________________ State____________ ZIP_________

ROOM(S) WILL BE OCCUPIED BY:

NAME *(please print)*	ADDRESS	CITY / STATE / ZIP

A Conversation with State Comptroller Bob Bullock

[Editor's note: Comptroller of Public Accounts Bob Bullock is constitutionally responsible for the integrity of the state's "pay-as-you-go" budgeting. As the chief tax collector, the Comptroller must certify that revenue is expected to be available to cover proposed expenditures in legislative appropriations. The Comptroller's periodic revenue estimates have had formidable political consequences, such as the massive tax increase of the 70th Legislature and the relative optimism of the recently-concluded 71st Session. Bullock has been a colorful and powerful Texas politician for many years. He is currently a candidate for the Democratic nomination for Lieutenant Governor, a very important position in the making of public policy. We thought it would be interesting and informative to let him hold forth on a variety of topics relating to higher education in Texas. The interview was conducted last July 13 in Bullock's Austin office by TJCTA Legislative Chairperson Scott Nelson and TJCTA President-Elect David Clinkscale.]

MESSENGER: Could you start by giving us a *postmortem* on what the Legislature did in terms of the budget in general and higher education in particular? How do things look and what did they accomplish?

BULLOCK: Well of course my main role is finances, but that's state government. Governor Hobby one time made a statement that state government is 90 percent finances and 10 percent poetry, and there's a lot of truth to that. It's surprising in a way that funding was increased about 16% over the '89 level, passing a $47.4 billion budget for the next two years. That's a little less than $4 billion in new money. I think some major advancements were made in our Department of Corrections in how we deal with our prison population. Education, there was a stride made. We put more money into education: $450 million for the public schools. A billion dollars in human services… A far cry from what most people thought we'd be faced with in January. Among the major carriers in the Legislature (and I'm speaking principally of the Finance Committee in the Senate and Appropriations Committee in the House), nearly all of them thought we'd face a major tax bill. Texas is doing far better today than a lot of people thought.

MESSENGER: So your prognosis is pretty optimistic, then?

BULLOCK: I'd call it guarded optimism. Another prolonged drop in the price of oil—and I'm talking about *prolonged* for several years—would hurt us very badly.

MESSENGER: What do you think should be done with regard to higher education to get past this oil dependency that we have?

BULLOCK: We've already gotten past it in my opinion.

MESSENGER: So the situation has bottomed out and now we're headed in the right direction?

BULLOCK: There's some stability involved in the price of oil. And we're not as dependent upon oil as we were just two or three years ago when 27 cents out of every dollar I collected came from oil- and gas-related industries. We're recovering in some areas and expanding in others. I'm going down to Houston today to speak to the oil and gas producers. Frankly, they are just not as important to us as they used to be. But it will still be our Number One industry as long as we live. Local governments have been affected [because of their reliance on property taxes], but less so because the impact of oil and gas is not as great any more.

MESSENGER: Some districts have been affected more than others, of course.

BULLOCK: That's correct. Obviously, oil affects all of us regardless of where we live.

MESSENGER: How do you see junior colleges fitting into the next couple of generations? You know, they have a strange role to play with regard to their funding mix—it comes from various sources; and in educating students we try to educate them in technical-vocational programs, also academic-transfers, and so on. Do you see that broad-based role continuing?

BULLOCK: Expanding…or it *should* expand—something that I haven't heard administrators talk about, at least to me. I have not heard members of your Association talk about it. We can discuss economic opportunity, we can talk about economic development, we can give tax breaks, but that will not solve the problems of the future economy of Texas. That's got to come from what we do in the field of education, from kindergarten on up. But I haven't heard you talk about the plight of the junior colleges; and I feel pretty strongly about it because all of my family went there, including me, at a time when it was meeting a crisis in this state, right after World War II. A&M was overflowing; the University of Texas was overflowing. Those junior colleges filled the vacuum. And that's going to be more so in the future. I looked at the profile of the junior college student. I believe it's 27 [years old]; 55 percent or so women, and that's falling into the pattern; 30 percent are minorities.

MESSENGER: Right.

BULLOCK: The amazing thing about it to me is that 65 percent or so [of junior college students] are first-generation college students. That tells me something. I believe a little bit more than 50 percent of your students are part-time people going back to school. They realize the way the job market is, and will be for a long time in Texas. We grew up in a state where we lived on what we grew and what we raised: cotton, maise, corn, sorghum, cattle. That's all changed now. Academic courses plus the technical-vocational ones in our junior colleges [are needed]. But in financing, the public junior colleges face just as big a problem today as the public schools. Last time you got about a 23 percent increase, but that doesn't tell the story. Go back and look at the drop in property values—you folks depend upon property taxes to support that construction and repair of those facilities—and if you do, you'll see that your values have declined more than three percent just in the last year. This is the third year in a row that they've gone down. You have experienced almost an eight percent increase in enrollment. You spread that [state] money more thinly among

"I was fortunate enough to live in a community that had a junior college. If it hadn't been there, I never would have gone to college."

your students, and there has *not* been an appreciative increase.

MESSENGER: Exactly. And that is precisely what we wanted to ask about.

BULLOCK: Why should public junior colleges be funded any different—from my point of view—than the public schools? You're public too. I would say that if the Supreme Court rules in the *Edgewood* case—and I'm a defendant and I don't like it; I'm on the other side—the people out here in these communities should take a good look. Let me tell you something. Property taxes in many junior college districts are just about as high as they are going to get. People are at the point of rebellion because of property taxes. I'd much rather see the state take a larger part in the funding of the junior college system and turn local *ad valorem* taxation back to the local public school districts. Unfortunately, that's the only source of income for a school district. It's the only source of money for junior colleges. Just the other day we passed a sales tax for hospital districts. Now somewhere along the line people in the junior college field—administrators and local people—have missed the boat. Counties have it; cities have it. It's a growth tax. Yes, it's oppressive on lower income people, but it's a fair tax and acceptable. I think Texas pays for junior colleges about 54/46 percent [funding mix]. But let me tell you a story: that doesn't include debt service; it doesn't include construction.

MESSENGER: And the local districts have had an increasing share every biennium. We don't know yet about this biennium—whether the curve will turn in the other direction.

BULLOCK: Maybe some day you'll have a study done that includes debt service and construction.

MESSENGER: Something else that's kind of related to this is that a lot of the growth that we've had involved first-time students who often are not very well prepared. We are required in junior colleges to do the overwhelming amount of remediation that is necessary, now that testing is mandatory.

BULLOCK: And there will be more of it. Public schools in Texas today are bordering on a disgrace. Here we are the third largest state, soon to be the second largest. I'm a supporter of research at our higher education institutions at A&M and the University of Texas, but the feedstock of those universities come from the public schools and many through junior colleges. What do you have, 41 percent of first-time students for the first two years? That's where the feedstock comes from.

MESSENGER: We have the majority—more than that, 65 percent—of entering freshmen.

BULLOCK: Industry comes down here, and they're interested in good highways and they're interested in all this and all that—and they're interested in a few tax breaks too. But they are really interested in a real educated work force. Every study we have or have access to says that there will be two kinds of jobs in the future. They will be in the service area. They're going to be high-paying, technical jobs: the computer programmer, the analyst, the lawyer, the paralegal, the paramedical. Then there are going to be the low-paying jobs, the one who flips hamburgers out here at Wendy's. There's not any middle ground; it's gone forever. How many woodchoppers do you need? That's what we're facing.

MESSENGER: Are you familiar with the TASP examination?

BULLOCK: Yes.

MESSENGER: Do you see that as being implemented correctly, and do you want to see it continued? Our Association has basically supported it, as long as the funding is there for the remediation courses that are necessary to do it.

BULLOCK: I was not aware that there was a question of its being administered correctly.

MESSENGER: Well, they are just getting started on it, actually.

BULLOCK: Money. It comes back to that every time.

MESSENGER: You know the Legislature does have a tendency to pass laws imposing requirements that cost money and yet they've been somewhat hesitant to fund some of those programs.

BULLOCK: Yes, that's true with all local governments. That trend will probably continue to some degree, but I might say that I think the Legislature is more aware these days. Certainly on the prison system, county officials have let them know that they are tired of it.

MESSENGER: If you were elected Lieutenant Governor, it would put you in a position to have some influence over the direction that funding would go for things like the TASP exam. Would you support an adequate level of funding?

BULLOCK: I'm not in favor of state government mandating programs that local political subdivisions are having to do unless there is some mechanism to fund it. I guess you have to be around here for a while. Sometimes there's not a lot of democracy in the appropriations process.

MESSENGER: We've heard that.

BULLOCK: I can tell them how much money they have. But I have to go over there and fight just the same way that the administrator at your college has to. I'm often said to be the 32nd member of the Texas Senate and the 151st member of the House—and there's some truth to that—but I don't get to vote. A lot of it takes place without a great deal of discussion in the conference committee. There are 450 some-odd special funds in Texas. There's not but a handful of Legislators who understand that funding mechanism. And there's probably less of administrators of agencies and colleges and universities that understand it. You could take a lifetime doing it, believe me. It looks like the human body, with veins and arteries running everywhere...

MESSENGER: There's a term that we use a lot—"downward expansion." It has to do with upper-division universities expanding downward. Obviously, our members are quite concerned, both from a quantitative and qualitative viewpoint of their students.

BULLOCK: Give me some examples.

MESSENGER: UT-Dallas's recent efforts, though they have to get Coordinating Board approval and so on. Also I'd like to ask you to address the Central Texas College...

BULLOCK: I was for UT-Dallas [expansion]. I want you to know that.

MESSENGER: Okay.

BULLOCK: Dallas is a major metropolitan center, with 55 percent of so-called "high-tech" located in that area. I think their average student is about 31 years of age. As much interest as Texas should have in education, I think [UT-Dallas expansion] was needed and I'm glad to see it. I might question some of the others from time to time. I think they had a case down in Corpus Christi, but I didn't sit in on all those deliberations. I know we're having a problem of financing adequately our *existing* facilities, that we want to take a really good hard look at any future...

MESSENGER: That's been the position of our Association. You know, there's no shortage of universities around UT-Dallas there. TWU, North Texas, UTA...

BULLOCK: No, but there's no shortage of students, either. Let's face it. Here last fall, college students—what did they increase, 40,000 statewide? If I'm not mistaken, there were enough new students who entered the systems throughout this state to make one entire University of Texas at Austin! Just last fall. You might want to check that. Look at your own schools. An almost eight percent increase. There's no shortage of students. The question is whether there's a shortage of quality.

MESSENGER: On that question, we do have members who are concerned, not because they will lose numbers and contact hours, but because if you take, say, a handful of really strong students in a junior college classroom—where it's open admissions—who can be kind of a role model, so to speak, for the other students to look over and see that it's *possible*... and to put them some place else...

BULLOCK: When UT-Dallas was originally expanded, if I recall, it was basically a research center owned by Texas Instruments. Eric Jonsson was Mayor [of Dallas] at the time. I believe I was in the Governor's office. Community leaders in Dallas were for getting rid of it and getting the state to take it over. But Dallas is a very progressive city, and I think that you're going to find that they will really get behind it and take up some slack maybe that the state of Texas, to start off with, might not have the capability to do.

MESSENGER: Well, you know there's a lot of private money that's been raised, or at least promised.

BULLOCK: Yeah.

MESSENGER: And one of the criticisms that we keep finding is, does it mean that the people in the private sector can buy their way into...

BULLOCK: No question. Now, whether that will continue—no, it probably won't. Look, I remember when junior colleges... The one I went to was a city junior college. It was called Hillsboro Junior College. It was the oldest city-owned junior college in Texas. I think Weatherford College was another one. The people refused to increase property taxes for that school, and it went out of existence. Crawford Martin, the State Senator from Hillsboro—I think if you look back you're going to find that he's more the father of the junior college system than anybody in Texas was. So the leadership from my little hometown got with him and that's when the state funding for junior colleges basically got started. As I recall that was 1951. And they reactivated that junior college. And another thing, those students don't just come from that community; they come from all over. And when they graduate, they just don't stay in town. There's no lock and key that says that community owns those students that go there—nor should that community be the sole source of income. That's a statewide responsibility. If I had my way, you'd have total free education in Texas.

MESSENGER: Through the university level?

BULLOCK: You bet.

MESSENGER: California, you know,...

BULLOCK: Well, I heard that and I checked on that. When you get through with their fees and the cost of it and all...

MESSENGER: Well, supposedly since Proposition 13, they've modified their approach.

BULLOCK: But the concept is correct. You're looking at a person who just flat wasted his time in school. I mean, really. I was a lot more interested in football and a lot of other things. When I think of the waste that I had, it hurts me to think about it. But there are people other than Bullocks who don't waste it. When I went through junior college, the high school and college were in the same building. And we drew mainly only from the community.

MESSENGER: Many times we find that our strongest students are people who started out years ago, and washed out or blew it off and got married and left or something. Now they are returning and often they are the strongest students that we have.

BULLOCK: They have the motivation.

MESSENGER: So if you want to track students in how successful they are, you want to be sure to do it over a long period of time.

BULLOCK: I probably wouldn't show you my transcript. But things were different when I got out of the service and came back.

MESSENGER: A lot of people under the Open Records Act want to look at *our* transcripts... What about the Central Texas College bill [to convert that two-year college into a fully state-supported four-year university]? Did you follow that very closely?

BULLOCK: Not really. But I'm aware of it.

MESSENGER: We see this as maybe a growing trend, as in Florida, where all the upper-division universities will expand downward, and a lot of the junior colleges will expand upward. Everybody will want a university down the road from them.

BULLOCK: Well, we never seem to hit a happy medium. I believe—let me think back—it was in '69 and '71, when you had an expansion *upward*. And you had great emphasis put on name changes. Instead of Southwest Texas State Teachers College, you had a university. Sometimes I think a bill of goods was sold to the Legislature, where a lot of research money would come in if they were called "universities". I recall San Angelo. I recall Tarleton. East Texas. Stephen F. Austin. You had that expansion upward. There's a great deal of question now whether we need them. Well, yes, I think we do. This state is, in reality, five states—five different economies. You've got to take into consideration the distance and convenience to people. You have to go where the business is. Sul Ross—it's a fine institution. Look and see how far it is from Odessa.

MESSENGER: These decisions, though, are often made on parochial, political grounds, and then...the whole Corpus Christi thing was obviously hooked into a lot of other motivations besides student opportunity. The Coordinating Board, you know, their job is to...

BULLOCK: Well, I sometimes wonder what their job is. I'm not just exactly sold on the Coordinating Board. When it was created by Governor Connally, the concept of it was good, but I haven't seen from my perspective—after all, I'm not into that day-to-day drumbeat—I haven't seen a great deal of upgrading. I would like to think there is and I hope that I'll find it, but right now I can't think of anything offhand that particularly astounds me that they've done through the years. Can you?

MESSENGER: Well, we had this period of several years where there weren't too many bills introduced to create new institutions without Coordinating Board approval. Corpus Christi is going to make it without *any* Board approval.

BULLOCK: To tell you that there is not politics in the elevation of schools would be to downgrade your intelligence. Of course there is. It's hard for me to visualize how we're going to correct that, unless you put a veto power of the [Coordinating] Board over it. And one must remember that the members of the Coordinating Board are politicized too. How do you think they got there?

MESSENGER: Governor Clements may have six vacancies to fill soon.

BULLOCK: I used to work in the Governor's office, and I used to handle appointments. Please don't be under the assumption that the best person is always appointed—*or* elected. There's no great public clamor for my services and there's no great public clamor for anyone on the Coordinating Board. Generally, they are people who have a knowledge of education, but sometimes the hometown football team is more important to a regent on a major college board than its funding structure.

MESSENGER: So you kind of see this as being the normal course of events, with regard to local chambers of commerce urging universities, and sometimes the Legislature goes along and sometimes they don't?

BULLOCK: Lots of it is "you scratch my back and I'll scratch yours." Somebody's interested in funding for a college in West Texas and maybe you've got a South Texas legislator who needs help. That meant a lot to Corpus and they really wanted it. Yes, there's a lot of that. Our only recourse is to the ballot box. We know no better system.

MESSENGER: Governor Hobby occasionally exercised the role [or veto] on the law school, for instance, as kind of trying to quash some of these ideas.

BULLOCK: I don't agree with him on that. Here again, from a geographical standpoint, they've been neglected in the Valley of Texas for years. I used to live there. When you consider the low income of that area down there and the admission requirements to get into University of Texas at Austin, for instance... The closest [law school] is St. Mary's where the tuition is atrocious. Yes, I do advocate it, I'll tell you that now. The Lieutenant Governor presides, but if it came up for a tie-casting vote, I'd vote for it.

MESSENGER: The Lieutenant Governor controls committee assignments a great deal...

BULLOCK: Well, to some extent. It's unlikely that whoever is elected will make a massive type of change in the leadership... Senators are basically more experienced than House members. Anybody in politics is basically egotistical or they wouldn't be there. Which would you rather deal with—31 Senators or 150 egotists in the House? It just makes sense that you can expedite something quicker with a smaller group of people.

MESSENGER: Do you have any junior college experiences that you'd like to relate to us? Selectively, of course.

BULLOCK: I was fortunate enough to live in a community that had one. If it hadn't been there, I never would have gone to college. I used the GI Bill to finish up after the Korean War broke out, but I got my basic two years at that junior college. I can't help but believe that people in communities with a junior college are a bit better educated in basic fundamentals. I would put as much emphasis on junior college as I would on the University of Texas and Texas A&M. And if they don't like that, they just don't like it.

MESSENGER: When we testify sometimes, we feel like shrimps. When you look at the numbers of Texans who are educated in our institutions, we certainly feel like we're contributing to building that economic future we talked about. And we certainly hope that we get the consideration that we feel we deserve. We're pleased to hear you say that.

BULLOCK: The handwriting is on the wall. Your tax base is dissipating. For junior colleges, cities, and counties. But they're one up on you: they've got the sales tax.

MESSENGER: UT and A&M have more than that, with the Permanent University Fund.

BULLOCK: And public schools, since Texas retained its public land. Here we are with the richest school fund, not just in the United States, but the world. And yet we still have the largest number of poor schools... Junior college taxes are outmoded, outdated, and too high.

MESSENGER: So you really think there is a future for a sales tax for community colleges?

BULLOCK: I think you missed the chance on that. Texas is just going to have to fund junior colleges *more* out of general revenue. There are too many hands in the bucket for a sales tax. Hospital districts, counties, cities, the state—almost the highest rate in the country, though we don't know for sure.

MESSENGER: Will Texas ever be known as a state that is famous for its system of higher education? Traditionally, the attention has gone to the East and West Coasts.

BULLOCK: I've heard a lot about the junior college system in California. Some day I'd like to say we're ahead of California, but right now I don't know whether I can say that.

MESSENGER: Maybe since California didn't have much of a tradition, they could sort of start from scratch and do it rationally.

BULLOCK: There's some truth to that. Texans have always, since the Republic of Texas days, been at war with their educational community. We've always been very skeptical of education...

Let me tell you something. My experience has been that junior colleges are a powerhouse in the Texas Legislature.

MESSENGER: We find very often when we attempt to talk with legislators about the role of community colleges, a distressingly large number have little knowledge of them.

BULLOCK: You see, I don't find that. Maybe in the urban areas, if the campus is not in their district. But I don't find that at all.

MESSENGER: It's not as visible as the other lobbying where teams of representatives arrive with their brief cases and so on.

BULLOCK: How many junior colleges have strong ex-students' associations? If you think that doesn't make any difference, then come back down to reality. There's nothing stronger than the alumni at A&M or the University of Texas...

Are there any plans for any new junior college districts?

MESSENGER: Well, the last two were Northeast Texas in Mount Pleasant and Collin County Community College.

BULLOCK: How are they doing?

MESSENGER: Quite well, from all indications.

BULLOCK: Are you concerned about those? See, Collin County isn't too far from other schools.

MESSENGER: It's not too far from UT-Dallas, either.

BULLOCK: Well, you're interested in downgrading. As long as the community has the feedstock, it's just providing them the closest accessibility.

MESSENGER: On that issue, we'd probably feel the same. If there are new junior colleges, with more students, we get more members. Our members get alarmed if universities rob their students.

BULLOCK: Have you heard of any more attempts at downgrading?

MESSENGER: Well, rumors. UH-Clear Lake. The perennial UT-Permian Basin. Our argument has been, if the community colleges are providing this education...

BULLOCK: Well, what's the Coordinating Board for? Have they done any study, or is it inconclusive? That's the reason I can't get all that bowled-away with the Coordinating Board. There's as much politics on the Coordinating Board as there is in the Legislature.

MESSENGER: We understand the reality of it. But we'd be remiss to our membership if we didn't occasionally complain about it.

Editor's Note: Under special arrangements between TJCTA and the Texas Association of College Teachers (TACT), publication rights to the annual TACT study of Optional Retirement Programs and Tax Deferred Annuity investments were acquired by TJCTA. Results of the TACT analysis appear on the following pages of this issue of the *Messenger.*

Analysis of Possibilities for ORP/TDA

Makes Big Difference

You have probably heard it said that the purchase of a home will be the most important financial decision you will ever make. But, in truth, the value of your retirement program, including Optional Retirement Program (ORP) or Teacher Retirement System (TRS), social security, and other possible savings, will greatly exceed the value of any home or building you will ever buy.

A faculty member, for example, entering the profession at age 30 and at an average salary of about $30,000 can achieve an ORP value of $2.1 million by age 65. (This figure assumes salary increases of 5% per year, continuation of present rate of contributions, and deposit into an account compounding at 8% annually.) Even more startling is the fact that this figure would increase by more that half a million dollars—$561,084, to be exact—if this faculty member could raise the performance just 1%, to 9% compounding for this period.

Have you paid attention to your ORP investment recently? Or have you considered supplementing TRS or ORP with a flexible TDA investment? Small differences at this time can make a major difference over the long haul. The articles on these pages of the *Messenger* are designed to stimulate you to consider this matter and to help you make sound decisions about placement of ORP and/or TDA savings.

In Your Interest

Everyone employed by a Texas public college or university has a potential interest in the information presented here. Persons using ORP as their official retirement will want to use this information to assure themselves that they are utilizing the best possible vehicle for their purposes. All others are qualified to make additional savings in a tax sheltered form by utilizing these same products. They should plan to use one of these programs if they are able to save systematically in any regular amount and can afford to put savings away until they reach age 59½.

Saving "before tax" dollars is nearly always advantageous because the savings on current taxes are put to work earning tax deferred dollars for future use. Withdrawals when taken at or before retirement will be taxable as regular income, but the extra earnings made by dollars that otherwise would have been paid in taxes plus the tax sheltering of all earnings or growth in the meantime will nearly always add up to more than taxes due on withdrawal. New regulations about withdrawing funds from TDA were included in the tax reform bill, making it desirable to use this vehicle for planned expenditures to take place after you have reached age 59½. Prior to that age, withdrawals are restricted to death, disability, and certain financial hardships, with the latter having a 10% penalty in most cases.

The amount you can save by salary reduction, in addition to ORP and TRS, is limited by the 1986 "Tax Reform" law, and some question still remains about how to calculate the exact amount. The Advisory Committee and the Administrative Council under the Texas Higher Education Coordinating Board are currently working on a universally applicable calculation to be used statewide. In the meantime, most colleges and companies use a calculation which allows you to tax shelter up to 10 to 13% of salary by additional voluntary salary reductions, with a ceiling of $9500 per year. For persons employed 15 years or more, limited "catch up" provisions allow exceeding this amount.

These same products can be used for other tax deferred savings—IRA, Keogh, or HR10, 401(k) deferred compensation plans—but the 403(b) program is preferred for most faculty under the 1986 tax law. Persons with self-employed income from royalties or writing or consultation should, however, use some version of the Keogh plan for self-employed income in addition to the 403(b) program.

Evaluating Products

All of the products discussed herein are technically known as 403(b) programs (after IRS Code section) but common names are TSA (Tax Sheltered Annuity), TDA (Tax Deferred Annuity or Account), or Salary Reduction Account. In these articles the term TDA will be used to designate all vehicles for use under 403(b)—Fixed Annuities, Variable Annuities, Direct Investment in Mutual Funds, or Custodial Accounts.

Since IRS now allows a nontaxable transfer from one vehicle to another, since most colleges provide for changing vehicles for ORP and TDA at least annually, and since most companies will cooperate in transferring accumulated funds, no faculty member, librarian, or other qualified participant needs to remain locked into an inferior program.

Companies Included

Every company writing any significant number of ORP/TDA programs in higher education in Texas was invited to submit information for this presentation. All which supplied complete information are included.

If the company holding your TDA or ORP is not included, chances are that its product is out-of-date and being revised, and you should check with your company. Products not included should be tested by these same criteria and scrutinized carefully.

Not all companies listed will be available at every college. In fact at some institutions you may still have a fairly limited selection for ORP since a recent Attorney General's Opinion reaffirmed that a college administration has authority to select and approve companies for use in ORP. Somewhat greater flexibility is possible in TDA, since an institution is required to accept and continue any qualified program in which an employee is participating when hired. If a company listed in this study is of interest to you but not available at your institution, check with the personnel department and see what can be arranged.

TACT and TJCTA appreciate the cooperation of all companies supplying information for this study. Over the years this study has become widely accepted and used all over the nation, but still maintains its primary purpose of assisting faculty in Texas colleges and universities. It is made possible by the cooperation of these companies.

Selecting a Tax Deferred Program: Factors to Consider

How are you to choose which product to use in your own ORP and/or TDA? When should you change from one program to another? What questions should you ask yourself? A salesperson? These are legitimate and confusing questions; and, unfortunately, there are no simple answers. The balance of this presentation is devoted to helping you evaluate alternatives. Offerings of over 60 companies are described in some detail in the following pages, and a serious effort has been made to deal with this very complex subject in a simple, understandable way.

If it were possible to predict with certainty the long-term financial and investment results of any product, then selection would depend almost wholly on this factor. Unfortunately, such prediction is not only impossible, but is dependent on many unforeseeable possibilities. It is further confused by various claims and counter-claims used by companies to assert an apparent advantage. Maximum return depends on a number of interdependent factors, most important of which are: (1) choice of investment vehicles; (2) performance of that vehicle in any given segment of time and over a long time; (3) settlement alternatives at retirement and annuity rates available then; (4) adaptability to changing circumstances; (5) costs and charges assessed.

Since prediction of maximum return with any certainty is not possible, other factors assume considerable importance in evaluating choices. Among these are: (1) transferability and flexibility without undue expense; (2) guarantees offered; (3) security and reliability of the company; (4) services offered and performed; and (5) concurrence with your personal preferences concerning risk tolerance and attention to financial matters.

Each of these factors will be considered in subsequent pages.

Maximum Performance

Since actual performance among different plans can be compared only after the fact, any attempt to compare products based on past and current data is necessarily limited as to its predictive capabilities about future performance. Salespersons may make many predictions. Consider them all with some skepticism and insist that they be put into writing. You may be surprised at the decrease in certainty when you ask the salesperson to put it in writing.

Kinds of Programs

Fixed and Variable: Two primary kinds of investment vehicles are offered by 32 insurance companies listed herein—Fixed Annuities and Variable Annuities, or some combination of the two. Payments and investments into the Fixed portion are placed in bonds, mortgages, and debt instruments in which your money is loaned out to earn interest until returned as certain dollars at a future date—hence the name "Fixed Account." Payments and investments into the Variable portion are used to purchase bonds or stocks issued by businesses, industries, or governments through careful selection and diversification by management to achieve the purpose of the account as stated in the prospectus. Dividends and gain/loss in market value are represented in the unit value, which will change periodically, each day in most instances—hence the name "Variable Account."

Many of the companies offering variable programs offer two or more investment vehicles within the variable account, allowing free exchange between funds with differing objectives. See Table 1 for information on the variety of opportunities offered by each company.

An even more varied and self-directed investment has been allowed by law since TACT and TJCTA helped pass legislation in 1981 and is now becoming available more widely in colleges and universities. This possibility allows direct investment into mutual funds without going through an insurance company's annuity vehicle. Placing your ORP or TDA in a family of mutual funds allows free transfer of accumulations, often by a telephone call, among a wide variety of investments and thus provides a wide range of opportunities to adapt to changing objectives and economic conditions. Read the article on page 15 for more information on this alternative.

Managing Funds

Utilizing the opportunity to direct your purchases toward Fixed or Variable and/or to shift your accumulated assets from one type of investment vehicle to another can make a marked difference in the end result of your retirement accumulation. Variable accounts and growth-oriented funds can (and did in 1979, 1980, 1982, and 1985) gain 20%, 30%, and more in a single year. To take advantage of very substantial gains in Variable or growth funds in some years and then to preserve this gain (and avoid losses) by staying in Fixed or Money Market funds in others can be very beneficial and produce results not available in a single-purpose product.

Exercising these sorts of choices to your advantage is not a simple matter, especially since you have to react just about opposite to the general trend of the time. That is, when the stock market is flying high and everyone wants in, you get out and move some or all of your accumulated assets to Fixed. On the other hand, when the stock market is low and everyone is complaining, you change your purchases to Variable and shift all or part of your accumulations from Fixed to Variable. If you instead follow the general trend and move to Variable when the market is flying high, and then desperately move to Fixed when the market has been low for some time, your end result will be terribly disappointing. Nevertheless, you stand to benefit substantially from having this ability and exercising it judiciously two or three times a decade.

Another strategy for use of such investments is recommended in the article by Gary Battenberg on page 18. He advocates staying with growth oriented funds through highs and lows to gain over time from good management, dollar cost averaging, and economic growth.

It Can Be Done!

Use of any such varied offerings requires financial understanding and management decisions which may be burdensome for many faculty, and there is no guarantee of success! Many people say "you can't outguess the market" and thus advocate avoiding it. The procedures recommended above do not suggest trying to get the last ounce out of a market rise or to avoid the last bit of a market fall. They suggest simply responding when it is very clear that the market (for stocks or bonds or certain kinds of mutual funds) is clearly high or clearly low. Remember that money held as fixed dollars is losing value in times of inflation. No long-term savings program is without risk—investment risk and/or inflation risk. For any person already informed about financial matters or willing to learn, having choices of varied types of investments and the ability to shift among them is a distinct advantage and a valued privilege in ORP/TDA.

INVESTMENT RETURN ON VARIABLE PRODUCTS

Accurate comparison of variable performance is complicated because data from company to company may not be comparable, because strength in one economic period may imply weakness in another, and because different annuities or funds have different avowed objectives. In spite of problems of evaluating and predicting performance of variable products, and because of demonstrated capacity to make substantial gain in some periods, TACT believes you ought to have variable products available for use as suggested in the previous section.

At least six kinds of investments are available from many "multiple choice" variables or mutual fund groups, often with easy transferability among choices available within any one company or fund group.

Briefly described, these kinds of investments are:

1. *Money Market Funds*: Invested in short-term debt instruments, some restricted to government issues; maintains a constant share value; produces a return slightly above that of most bank money market funds; generally maintains an unchanging value and thus operates much like the Fixed portion of an annuity.

2. *Bond Funds*: Invested in longer term corporate and/or government bonds; value fluctuates with interest rates, rising when interest falls and falling when interest rises; produces a fairly constant dollar return slightly above that of current interest in fixed annuities.

3. *Common Stock Funds*: Invested in a selection of stocks chosen to produce dividend income and modest capital growth; value fluctuates up and down more or less in line with general stock indices; produces a return which also varies with economic conditions; includes funds often referred to as "equity income" or "income and growth" funds.

4. *Growth Stock Funds*: Invested in stocks of younger companies or new and developing industries selected to produce major capital growth over a longer period without much regard to current income; value fluctuates widely and risk is high along with potential for major increases over time; includes for our purposes investing in stocks of overseas companies, in precious metals, or in real estate.

5. *Balanced Funds*: Invested in mixture of bonds and conservative stocks with purpose of income and capital preservation; value fluctuates within relatively limited range; produces a return usually falling somewhere between stock and bond funds.

6. *Managed Funds*: Invested solely at the discretion of professional managers in a wide range of possible investments (stocks, bonds, money market instruments, or other types of investments) without direction from the participant, but designed to achieve the stated objectives of the fund over the long term; value and return will vary greatly with the objective and the management. You are reminded that all mutual funds are managed, but most are managed within designated type of investment (such as growth stocks), whereas these "managed" funds have very broad discretion.

TABLE 1 — VARIABLE CHOICES

Company	*Total*	*M.Mkt.*	*Bond*	*Stock*	*Growth*	*Balncd*	*Mngd*
AETNA	4	1	1	1	–	–	1
AM. FIDELITY	1	–	–	1	–	–	–
AM. UNITED	1	–	–	1	–	–	–
EQUITABLE	4	1	–	1	1	1	–
FAMILY LIFE	7	1	2	1	1	1	1
FIDELITY STAND.	3	1	1	1	–	–	–
GR. AM. RESERVE	3	1	1	1	–	–	–
GREAT WEST	3	1	1	–	1	–	–
HORACE MANN	6	1	1	1	1	1	1
IDS LIFE	4	1	1	1	–	–	1
KEMPER	4	1	1	1	–	–	1
LINCOLN NAT'L	7	1	1	–	3	–	2
MASS. MUTUAL	4	1	1	1	–	–	1
METROPOLITAN	7	1	1	–	2	1	2
MUT. OF AMER.	9	1	2	1	3	1	1
MUTUAL OF NY	2	1	–	1	–	–	–
NATIONWIDE	13	1	5	2	5	–	–
NEW ENGLAND	4	1	1	–	1	–	1
NEW YORK LIFE	3	1	1	1	–	–	–
N'WESTERN MUT.	3	1	1	1	–	–	–
PRINCIPAL LIFE	3	1	1	1	–	–	–
PRUDENTIAL	7	1	1	2	1	–	2
SAFECO	3	1	1	1	–	–	–
SECURITY BEN.	5	1	2	–	1	1	–
S'WESTERN LIFE	1	–	–	–	1	–	–
SMA LIFE	3	1	1	–	1	–	–
TIAA/CREF	2	1	–	1	–	–	–
TRAVELERS	7	1	2	–	2	–	2
UNION CENTRAL	3	1	1	–	1	–	–
UNITED RES.	12	1	3	1	5	–	2
VALIC	7	1	2	1	2	–	1
WASH'TON NAT'L	3	1	1	1	–	–	–
FUNDS							
AMERICAN CAP	12	1	4	1	5	1	–
AMEV FUNDS	8	1	2	2	2	–	1
CRITERION	18	4	4	2	6	2	–
FIDELITY	71	4	8	3	50	5	1
FIRST INVESTORS	9	1	4	–	4	–	–
IDS FUNDS	16	1	4	3	6	1	1
KEYSTONE	20	2	7	2	6	3	–
PIONEER FUNDS	9	3	3	3	–	–	–
PRICE FUNDS	17	2	5	2	8	–	–
QUADS		All mutual funds through custodial plan					
SCUDDER FUNDS	15	2	5	2	6	–	–
USAA FUNDS	8	1	1	–	5	–	1
WADDELL/REED	14	1	4	2	4	1	2

Table 1 Described

Table 1 shows the number and types of funds offered by each company that offers a variable annuity or a family of mutual funds. You will note that the range is from some insurance companies which offer only one variable investment opportunity to one fund company offering 71 different choices and to one custodian fund offering all of the 2000+ mutual funds in the nation. Some offer funds in each and all of the six categories listed above, while others limit their offerings to only a few types of funds.

Records of Performance

Performance records for most funds which reported on three or more years performance and which are likely to be used in 403(b) programs are provided in Tables 2-A through F. The funds are listed within the six categories of funds, alphabetically by company, with performance expressed as a percentage of change of cumulative total return (all dividends and capital gains or losses included) for 1988 and for the three, five, and ten year periods ending with December 31, 1988. This is supposed to be the percentage of increase/decrease to each dollar invested in that fund for the whole period shown. Internal costs of operation are reflected in these results, but sales charges and non-periodic charges are not included. Some companies did not provide the three year figures, and many funds have not been in existence long enough to provide the 10-year figures.

The final column gives the dollar result of adding $200 per month to the fund for the 5-year period from January 1, 1984 to December 31, 1988. This result is supposed to include all costs involved in buying the funds and paying fees, and therefore reflects full costs more accurately than the 5-year percentage figure does. The charges made by each company are recorded in Table 5 page 15. Thus, the percentage figures provide a straight measure of total performance of

TABLE 3 — FIXED ANNUITY ACTUAL AND GUARANTEED RESULTS

INSURER	*Actual Add*	*5-Year Non-Add*	*Guaranteed Rates and Resulting Values*				
			5-Year	*30-Year*	*Ann. Rate*	*Retmnt.*	*Interest Guaranteed*
AETNA*	$14,998	$15,664	$13,171	$136,381	5.73	$ 781	4%
AM. FIDELITY*	14,522	14,679	13,237	137,069	5.86	803	4%
AM. SECURITY	15,076	15,752	13,112	126,230	5.65	713	3.5%
AM. UNITED*	15,580	18,766	13,281	137,520	5.49	755	4%
BENEFICIAL ST.	15,314	N/A	14,357	142,984	6.27	897	9%(1), 7%(4), 5%(5), 4%
CENTURY LIFE	15,259	16,105	13,448	149,962	6.77	1,015	4.5%
DELTA LIFE	15,161	16,248	13,287	137,011	5.99	821	4%
EQUITABLE	14,917	15,692	12,824	114,676	5.80	665	7%(1), 3%
FAMILY LIFE*	14,644	15,100	13,534	148,683	6.07	903	4.5%
FIDELITY STD	N/A	N/A	13,327	137,662	5.74	790	9.7%(1), 4%
GREAT AMER.*	15,825	17,517	13,279	137,503	6.62	910	4%
GR. AM. RES.	15,315	16,567	13,349	148,773	6.39	951	4.5%
GREAT WEST*	15,590	17,819	13,060	133,350	5.18	691	4%
HORACE MANN#	14,916	15,572	13,447	149,961	6.14	921	4.5%
IDS LIFE	14,892	15,828	13,149	136,154	5.65	769	4%
JOHN ALDEN	N/A	N/A	14,062	167,677	6.63	1,112	6%(10), 5%
KEMPER INV.	14,685	15,357	13,354	137,702	6.62	912	4%
LIFE OF S'WEST	14,784	15,772	13,279	137,920	6.08	839	4%
LINCOLN NAT'L*	15,115	15,860	13,448	128,129	5.74	735	4.5%(5), 4%(5), 3.5%
MASS. MUTUAL	N/A	N/A	12,873	123,709	4.70	581	3.5%
METROPOLITAN	14,996	16,175	12,948	116,028	4.57	530	3%
MUTUAL OF AMER	14,967	15,684	12,694	113,753	5.34	607	3%
MUTUAL OF NY	14,417	16,772	14,572	126,398	7.09	896	8%(1), 5%(4), 3.5%
NAT'L WESTERN	15,387	16,251	13,969	195,906	6.62	1,297	6%
NATIONWIDE	N/A	N/A	12,952	124,682	5.83	727	3.5%
NEW ENGLAND*	N/A	N/A	13,448	149,962	5.47	820	4.5%
NEW YORK LIFE#*	N/A	N/A	13,218	136,520	5.85	797	4%
N'WESTERN MUT.#	13,853	14,936	13,112	126,230	5.48	692	3.5%
PRINCIPAL LIFE*	14,966	14,844	13,447	121,552	5.50	669	4.5%(10), 3%
PRUDENTIAL	15,277	16,275	14,027	118,610	5.78	686	6.5%(1), 5%(4), 4%(5), 3%
RESERVE LIFE	15,155	15,803	13,363	143,576	6.00	861	4.25%
ROYAL LIFE	14,849	15,500	13,448	149,962	6.07	910	4.5%
SAFECO	15,251	16,441	13,308	144,907	5.91	856	4.34%
SECURITY BEN.	14,885	15,721	13,283	148,132	5.80	859	4.5%
SECURITY FIRST	N/A	N/A	13,268	137,391	5.74	789	4%
SMA LIFE	14,816	15,714	13,481	128,210	6.57	842	4.5%(5), 4%(5), 3.5%
SOUTHWESTERN	N/A	N/A	13,280	137,502	6.98	960	4%
STATE BOND	14,955	15,815	13,361	137,733	6.07	836	4%
STATE FARM	14,457	14,650	13,123	126,243	6.56	828	3.5%
TIAA/CREF	15,654	17,371	12,948	116,028	4.23	491	3%
TIAA/CREF SRA#	15,454	17,370	12,948	116,028	4.14	480	3%
TRANSAMERICA*	15,272	16,860	13,113	126,231	5.42	684	3.5%
TRAVELERS*	15,517	16,649	13,126	126,263	6.08	768	3.5%
UNION CENTRAL	N/A	N/A	13,002	119,321	5.88	702	3.16%
UNION MUTUAL	15,157	16,116	13,113	126,305	6.35	802	3.5%
UNITED RES.	14,917	15,485	13,449	149,976	5.79	868	4.5%
USAA LIFE	15,243	16,075	13,448	149,962	6.52	978	4.5%
VALIC*	15,265	15,889	13,363	149,027	5.63	839	4.5%
WESTERN NAT'L	15,022	16,110	13,280	137,503	6.62	910	4%

*=One of two or more contracts available. #=Not available for ORP.

money already in the account, while the final figure shows the influence of sales charges, dollar-cost averaging in a changing market, and other factors.

The figures in the columns marked with "r" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on down the line.

Some characteristics of various types of funds become evident from study of these performance tables. Money Market funds show a consistent but modest gain, while Growth funds vary greatly and represent major swings in performance. 1988 figures do not show many negative results, but in last year's 1987 tables, which included the October stock crash, there were many net losses indicated. It is often said that the only thing certain about the stock market is that it will fluctuate—and that characteristic is increasingly true of the bond market also in these years of changing interest rates.

You also will observe gross differences in performance between funds of similar type. Some of these differences may be explained by the degree of risk undertaken in the fund, but costs of operation and success in management are very significant factors.

Tables 2-A through 2-F may be helpful in determining where your ORP/TDA funds should be invested from time to time. In any case, they should help you understand something about financial markets and products.

INVESTMENT RETURN ON FIXED ANNUITIES

"Variable" returns are obviously complex and complicated, but you might think that "fixed" returns would be straightforward and simple. Wrong! Interest rates are subject to various manipulations which require more than simple comparison. Is this interest rate paid on the entire accumulation or only on new money? How often is interest rate changed? Is a different rate applied if money is withdrawn? Has the interest rate of this company been consistent, relative to other interest rates over several years? When do payments received begin to earn interest, and how is interest compounded?

Answers to these questions significantly influence the stated current interest rate. A company which applies current interest only to new money, for example, can escalate (or deflate) interest rates almost at will, keeping them related to current bond markets; but the changed interest rates do not apply to money previously deposited. Another company will apply the current rate on all money, some of it received years ago when interest rates were quite different. Companies are constantly adding new wrinkles which make comparisons more difficult. You must look carefully at interest rates from various perspectives.

Past History is Best

Actual and total performance of the program over some period of past history is perhaps the most important and revealing measure of return on fixed annuities. Unfortunately, few salespersons will offer information or literature about actual performance similar to that presented in Table 3. Instead, they will stress current, estimated, illustrative results such as those in Table 4. Based on "current interest rates" which are subject to many manipulations and interpretations and which change periodically, illustrative results are quite unreliable.

Table 3 Described

Table 3 deals with actual performance and with guaranteed promises. The first two columns report actual accumulations for retirement, considering both charges and earnings that have resulted in the last five years, 1984-1988. It provides some measure of consistency in earnings, relative influence of charges, and differences in methods of crediting interest. The first figure is the result of adding $200 per month for five years, a total payment of $12,000 and the second is the result of having a $10,000 accumulation on January 1, 1984 and making no additions in the same five year period.

Companies with N/A in these columns either have not offered annuities for the five year period or simply decided not to provide figures. All companies which had introduced new products within the five years were urged to report performance in previous products and then continue in the new product in order to provide the five year experience.

The third and fourth columns present accumulated value for retirement in 5 years and 30 years at the guaranteed interest rates listed in the final column. The fifth column states the guaranteed annuity rate in the contract for persons aged 65, choosing payments for life and 10 years certain. The sixth column gives the guaranteed monthly income produced by this guaranteed accumulation times this guaranteed annuity rate, and the final column states the interest rate which is guaranteed for the duration of the contract. Guarantees will become significant only under drastically changed economic and social conditions. No company has paid as little as its guarantee for many years, and actual results begin to exceed guarantees after just a single year at current rates.

TABLE 2-A — MONEY MARKET FUND PERFORMANCE

Fund Name	1988	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Aetna - Encore	6.16	22	18.20	18	38.58	17	136.30	4	13,891	15
Am. Cap. - Res.	7.33	2	21.27	5	44.24	4			14,335	3
Criter. - Govt.	6.38	15	18.64	14	40.11	13			14,077	10
Criter. - Prem.	7.45	1	21.29	4	43.66	6			14,330	4
Criter. - M Mkt	6.58	13	19.64	12	41.53	11	151.34	3	14,165	8
Equit. - M Mkt	5.90	28	17.36	26	37.13	21			13,755	18
Fid. Stand. - M Mkt	6.89	11	20.89	7	40.83	12			13,947	13
Fidel. - Csh Res	7.26	3	21.60	2	44.58	2			14,356	2
Fidel. - US Govt.	7.03	9	20.75	8	42.93	8			14,263	6
GrAmRes. - MMkt	6.03	25	18.15	20	38.02	19			13,761	17
GrWest - MMkt	5.99	26	16.94	28						
HMann-ShTerm	6.60	12	19.91	11	29.98	28			13,602	26
IDS - Cash Mgt.	7.16	6			44.13	5			13,624	25
IDS - Money	6.30	18	18.20	18	39.90	14			13,822	16
Kemper - MMkt	6.05	24	17.50	24	36.93	22			13,693	24
Linc.Nat'l - MMkt	6.31	17	18.30	17	38.22	18			13,892	14
MONY - MMkt	7.05	8	20.74	9	42.33	9			13,753	19
Mut.Amer. - MMkt	6.30	18	18.40	16						
Nat'wide - MMkt	5.93	27	17.04	27	36.45	24			13,728	20
NewEng. - MMkt	6.10	23	17.50	24	36.90	23			13,695	23
Northwes - MMkt	5.85	29	16.78	29	35.70	25			13,726	21
PriceFd. - Prime	7.16	6	21.21	6	44.54	3	163.07	1	14,288	5
PriceFd. - USTr.	6.52	14	18.60	15	39.49	16			14,066	11
Princip - MMkt	5.65	32	15.94	31	32.30	27				
Prud'l - MMkt	6.90	10	20.11	10	41.82	10			14,202	7
Scudder - Govt.	6.30	18	19.10	13	39.60	15			14,104	9
Scudder - Csinv.	7.20	5	21.80	1	43.50	7	155.20	2	14,372	1
SecBen. - MMkt	5.70	31	16.30	30	34.70	26			13,725	22
SMALife - MMkt	6.36	16	17.70	23						
Travelers-MMkt	6.27	21	17.89	21	37.54	20			13,958	12
Unit. Res. - MMkt	5.84	30	17.72	22						
USAA - MMkt	7.25	4	21.37	3	44.62	1				

TABLE 2-C — GENERAL STOCK FUND PERFORMANCE

Fund Name	1988	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Aetna - Variable	13.21	14	38.57	11	91.30	6	338.22	11	16,307	7
Am.Cap.-Harbor	16.76	12	27.79	20	51.82	23	334.72	12	13,806	22
AMEV-Capital	-3.70	27	21.00	22	53.50	22	435.60	2	14,150	21
AMEV-Fiduciary	2.20	26	23.00	21	68.50	17			14,894	20
AmFid. - Annuity	11.07	17	34.83	14	59.55	20	278.83	13	15,887	10
AmUnit - Annuity	11.02	18	39.10	10	84.80	10	219.40	15	15,450	15
Equitab. - Stock	21.60	5	48.94	4	90.90	7	396.64	5		
Fid.Stand.-Gr & Inc.	23.41	3	42.69	7	73.17	13			15,793	11
Fidel.-Equ.Inc.	22.49	4	41.05	8	94.98	5	542.10	1	16,739	3
Fidelity Fund	17.92	8	40.99	9	82.75	11	362.50	9	16,547	5
GrAmRes. - Stock	6.97	24	18.77	23	51.26	24	185.48	17	13,638	23
IDS - Equity +	8.43	22			72.53	15	390.95	7	15,376	17
IDS - Fund F	10.90	19	34.00	15	59.90	19			15,710	12
IDS - Mutual	12.59	15			103.53	4	403.73	3	16,288	8
IDS - Stock	10.34	20			78.70	12	377.34	8	15,544	14
Keystone - S-1	4.46	25			60.70	18	197.14	16	15,637	13
MONY - Stock	17.42	11	46.33	5	85.94	9	277.14	14	16,312	6
Mut.Amer. - Stock	9.20	21	33.10	17						
Nat'wide - Stock	18.49	7	37.79	12	108.22	3	151.06	18	16,578	4
Northwes. - Stock	7.81	23	31.19	18	69.00	16			15,188	19
PriceFD. - Equ.Inc.	27.60	1	67.51	1						
PriceFD. - Gr&Inc.	25.10	2	29.37	19	57.97	21			15.446	16
Pruden. - Stock	16.22	13	33.32	16	88.00	8			15,935	9
Scudder-Gr&Inc.	11.90	16	37.00	13						
TIAA/CREF	17.46	10	50.42	3	108.94	2	360.19	10	17,370	1
W&R - Acumul.	17.34	9	41.44	6	72.79	14	392.24	6	15,332	18
W&R - Income	19.83	6	56.81	2	123.51	1	398.06	4	17,062	2

TABLE 2-B — BOND FUND PERFORMANCE

Fund Name	1988	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Aetna - Income	6.29	38	23.50	17	68.08	14	152.19	17	15,015	11
AmCap - Corp.	12.85	6	33.41	4	83.58	4	166.55	11	15,545	6
AmCap - HiYield	13.21	5	24.43	14	69.87	13	181.41	7	14,356	28
AmCap - GovSec.	6.94	30	16.42	40						
AMEV - Govt. Sec.	2.50	48	19.40	30	59.00	23	157.10	16	14,611	20
Criter. - Govt.HiY	6.22	39	17.62	36						
Criter.-Inv. Qual.	6.44	36	24.09	15	72.12	10			14,452	24
Fid.Stan. - Bond	5.74	41	22.69	20	57.95	25			14,441	25
Fidel. - Flexible	7.92	17	22.76	19	66.17	18	147.78	20	16,617	1
Fidel. - GnMae	7.16	26	22.44	21						
Fidel. - Govt. Sec.	6.36	37	23.21	16	61.44	21				
Fidel. - Hi Income	12.59	6	34.58	3	86.70	1	250.66	3	16,149	3
Fidel - Intm. Bond	7.20	24	23.89	16	69.64	12	206.55	4	15,172	9
First Inv.-Bd.App.	8.62	16	12.21	42	36.39	35	159.43	14	12,546	32
First Inv. - Bd. Inc.	8.70	15	18.67	32						
First Inv. - Income	14.01	2	25.91	9	53.55	31	148.15	19	13,782	31
GrAmRes. - Bond	7.13	27	21.34	25	57.10	26			14,260	29
GrWest - Bond	3.79	46	21.32	26						
HMann - Income	7.64	20	25.52	11	53.19	32			14,535	22
IDS - Bond	9.83	10			73.76	9	284.89	2	14,977	13
IDS - Fund G	9.20	12	28.60	7	74.20	6	147.60	21	15,260	8
IDS - Selective	9.51	11			75.94	5	290.22	1	15,004	12
Kemper - Income	14.01	2	38.50	2	84.50	3			16,225	2
Keystone - B-1	1.65	49			58.99	24	162.94	13	14,852	15
Keystone - B-2	6.95	29			65.29	19	199.41	5	15,917	5
Keystone - B-4	7.83	18			48.95	34	176.83	9	14,571	21
LincNat'l - Bond	6.93	31	24.61	13	67.39	15			14,943	14
MutAmer - Bond	6.70	34	16.80	38						
NatWide - Govt.	6.65	35	21.43	24	54.90	30			14,419	27
New Eng. - Bond	6.90	32	22.20	22	59.30	22			15,933	4
Northwes - Bond	7.10	28	21.21	27	66.93	16			14,759	16
Pioneer - Bond	7.69	19			66.60	17	157.50	15		
PriceFd - GnMae	5.91	40	18.56	34						
PriceFd. - HiYld	17.91	1	39.82	1						
PriceFd. - NewInc.	7.59	21	25.02	12	64.49	20	166.19	12	15,053	10
PriceFd. - ShTerm	5.51	45	20.96	28						
Pruden. - Bond	7.45	22	18.60	33	56.90	27			14,632	19
Scudder - GnMae	6.80	33	21.60	23						
Scudder - Income	8.90	14	25.90	10	72.00	11	166.90	10	15,412	7
SecBen. - HiYld	3.40	47	-1.30	43						
SecBen. - HiGrade	5.70	43	15.30	41						
SMALife - Bond	7.20	25	18.07	35	56.44	28	83.50	22	14,441	25
Travelers - HiYld.	13.39	4	18.86	31	53.18	33			14,658	18
Travelers-Qu.Bd.	5.70	42	20.28	29	55.74	29	150.03	18	14,531	23
Unit.Res. - Govt.+	7.27	23	16.80	39						
Unit.Res.-FixInc.	5.55	44	17.49	37						
USAA - Income	9.98	9	28.27	8	74.61	6	191.70	6		
W&R - Bond	8.99	13	31.24	5	85.07	2	179.82	8	14,751	17
W&R - High Inc.	11.86	8	28.86	6	74.25	7			14,241	30

TABLE 2-E — BALANCED FUND PERFORMANCE

Fund Name	1988	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
AmCap - America	15.15	3	33.85	3	57.87	7	455.27	1	14,094	7
Criter. - Com.-Inc.	6.53	8	26.93	5	68.62	5	254.23	5	14,497	6
Equit. - Balanced	13.30	4	20.28	6						
Fidel. - Puritan	18.89	1	40.99	2	100.74	1	398.78	2	16,838	1
HMann - Balanced	10.90	5	28.36	4	80.65	2			14,843	5
IDS - Selective	9.51	6			75.94	4	290.22	3	15,004	4
Keystone - K-1	7.26	7			78.65	3	254.62	4	15,956	2
SecBen. - Inc/Gr	17.70	2	41.30	1	64.50	6			15,923	3

TABLE 2-F — MANAGED FUNDS PERFORMANCE

Fund Name	1988	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Criter. - Lowry	0.94	11	6.80	12	20.85	10			12,393	9
Kemper - Tot. Ret.	10.47	3	24.73	8	48.50	7			14,856	6
LincNat'l - Manag.	8.00	8	31.67	3	69.60	1			15,351	1
MutAmer - Compos.	8.40	6	28.10	6						
Northwest. - Mult.	7.64	9	28.74	4	68.29	2			15,080	2
Pruden. - Aggres.	12.00	2	24.04	11	65.89	4			15,022	3
Pruden. - Conserv	9.83	4	24.13	10	63.53	5			12,224	10
Travelers - In Time	0.13	12	34.76	2	59.33	6			15,004	4
Travelers - ManAss	7.33	10	27.29	7	40.66	9			14,956	5
USAA - Cornerst.	8.38	7	66.30	1						
VALIC - TimedOpp	8.63	5	26.98	8	41.76	8			14,643	7
W&R - Ret'ment	17.81	1	28.31	5	66.33	3	271.00	1	14,114	8

TABLE 2-D — GROWTH FUND PERFORMANCE

Fund Name	1988	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.A
AmCap - Comstk.	14.80	24	29.65	26	52.79	31	463.97	10	[illegible]
AmCap - Enterpr.	12.06	33	24.41	30	52.89	30	394.84	15	[illegible]
AmCap - OTC	6.58	54	-28.65	55	-22.59	57			[illegible]
AmCap - Pace	12.09	32	26.24	29	53.71	29	575.65	4	[illegible]
AmCap - Venture	3.63	58	12.66	44	19.44	49	338.78	19	[illegible]
AMEV - Growth	-1.40	64	17.80	41	47.00	36	467.50	9	[illegible]
Criter. - Pilot	0.92	61	22.56	34	35.65	43	259.13	29	[illegible]
Criter. - Sunbelt	6.81	53	23.39	32	42.94	38			[illegible]
Criter. - Technol.	20.42	10	87.39	5					
Equit. - Aggres.	0.30	62	20.37	36					
Fidel. - Contrafd.	20.93	8	34.43	22	56.68	28	283.70	25	[illegible]
Fidel. - Freedom	15.53	22	44.15	14	91.88	12			[illegible]
Fidel. - Growth	16.06	19	28.96	27	70.50	21			[illegible]
Fidel. - Magellan	22.76	6	53.43	8	124.03	7	1,279.86	1	[illegible]
Fidel. - OTC	22.85	5	39.04	17					
Fidel. - Overseas	8.26	47	116.88	2					
Fidel. - Trend	24.33	4	35.28	20	69.72	22	270.06	27	[illegible]
Fidel. - Value	29.05	3	35.36	18	51.08	34	340.69	18	[illegible]
First Inv - Growth	9.92	42	-5.61	52	-27.64	58	87.09	39	[illegible]
First Inv. - Intern.	15.84	21	116.02	3	99.62	9			
First Inv - Value	2.38	60	-7.26	53	1.40	56			[illegible]
First Inv-Discov.	15.45	23	-20.14	54	-37.89	59	103.24	38	[illegible]
GrWest - Growth	15.95	20	34.46	21					
HMann - Growth	11.23	34	31.96	25	69.07	23	304.79	22	[illegible]
IDS - Discovery	12.99	28			13.69	52			[illegible]
IDS - Fund F	10.90	37	34.00	23	59.90	27			[illegible]
IDS - Growth	7.36	50			40.91	40	567.43	5	[illegible]
IDS - New Dim.	8.02	48			92.56	10	643.44	2	[illegible]
IDS - Progr.	20.62	9			70.66	20	476.72	8	[illegible]
Kemper - Equity	-1.04	63	7.20	47	44.80	37			[illegible]
Keyst. - Internat.	12.76	30			133.95	5	362.88	16	[illegible]
Keyst. - K-2	6.87	52			61.50	26	252.46	30	[illegible]
Keyst. - Prec.Met.	-18.69	67			8.76	55	345.77	17	[illegible]
Keyst. - S-3	10.10	40			48.45	35	285.00	24	[illegible]
Keyst. - S-4	7.76	49			13.08	53	206.46	35	[illegible]
LincNat'l - Growth	7.17	51	42.27	15	81.22	16			[illegible]
LincNat'l - Sp.Opp.	2.88	59	6.14	49	29.14	45			[illegible]
New Eng.-Growth	-10.00	65	16.10	42	325.70	1			[illegible]
Pioneer	18.31	16			83.60	15	322.00	21	[illegible]
Pioneer II	21.77	7			86.00	14	450.50	11	[illegible]
Pioneer III	30.05	1			86.40	13			[illegible]
PriceFd. - Growth	6.07	56	33.98	24	78.64	17	195.81	36	[illegible]
PriceFd - Intern.	17.94	17	105.43	4	180.95	3			[illegible]
PriceFd.-NewAm.	18.47	15	22.76	33					
PriceFd.-New Era	10.32	38	50.78	9	92.32	11	406.07	14	[illegible]
PriceFd.-New Hor.	14.01	26	5.62	50	18.66	50	242.89	31	[illegible]
Principal - Growth	12.73	31	35.34	19	66.53	25	322.35	20	[illegible]
Pruden. - Growth	20.17	11	9.49	46	42.69	39			[illegible]
Scudder - CapGr.	29.70	2	42.00	16	106.00	8	411.20	13	[illegible]
Scudder - Devel.	11.10	36	18.00	40	26.80	46	259.50	28	[illegible]
Scudder - Intern.	18.80	14	80.60	6	166.70	4	413.60	12	[illegible]
Scudder - Japan	19.40	13	182.00	1	284.60	2	548.00	6	[illegible]
SecBen. - Growth	8.60	45	19.20	38	31.20	44			[illegible]
SMALife - Growth	19.76	12	44.82	13	68.93	24	281.27	26	[illegible]
Sou'western - Gr.	8.98	44	3.32	51	15.55	51	153.22	37	
Travelers-Aggr.	8.27	46	6.90	48	10.95	54			[illegible]
Travelers - Growth	16.41	18	28.01	28	51.35	33	230.88	32	[illegible]
UnitRes. - Growth	11.17	35	18.81	39					
USAA - Gold	-17.11	66	49.87	10					
USAA - Growth	6.57	55	23.48	31	37.22	41	210.03	34	
USAA - Sunbelt	14.26	25	19.60	37	20.44	48			
VALIC - CapAppre.	12.83	29	9.91	45	24.93	47			[illegible]
VALIC - Growth	10.11	39	21.12	35	51.93	32	210.36	33	[illegible]
W&R - Internat.	10.03	41	67.33	7	126.18	6	520.68	7	[illegible]
W&R - Sc.&Energy	9.05	43	44.90	12	75.78	18	291.45	23	[illegible]
W&R-UnVanguard	13.28	27	44.98	11	72.79	19	596.43	3	[illegible]
W&R-NewConcept	3.94	57	15.07	43	35.94	42			[illegible]

TABLE 4 DESCRIBED

Everything in Table 4 is a hypothetical illustration, representing very short term promises and no lasting guarantees! It represents possibilities under current interest rates and estimated or illustrative results if current rates should continue into the future. These rates are certain to change—a number may have changed even before this study appears in print—and must be regarded as comparisons of current, short-term practices only.

The first column shows the current interest rate stated as effective annual return which the company has adopted for the present time. The second column shows how the company credits this interest. The word *"ALL"* in the second column means that the current interest rate applies to all money in the entire account no matter when received; this is known as "full portfolio" crediting. The word *"NEW"* means that the current interest rate is applied to new money being received at this time and that different interest rates continue to apply to deposits received prior to a certain time; this is often called "banding." The word *"TWO"* means that the stated current interest applies only to funds held for retirement but that a different lower interest rate applies if the funds are withdrawn; this is known as the "two-tier" method. (See article by Ted Reutz on page 18 for an opinion about this latter method.) Which plan will be more advantageous depends on a number of unpredictable factors, but obviously a high interest on all money will be better that a similar interest on only new money or money held for annuitization.

The third and fourth columns show the loss you will incur against the illustrative value of the account if you withdraw your accumulation after 5 years and 30 years of making $200 per month contributions to the annuity. Obviously there is great variation in surrender charges and/or interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 3-5 years. Since many persons now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges also restrict transfer possibilities and should be avoided when possible.

The fifth and sixth columns show what would be the total accumulated value for retirement in 5 years and 30 years if one paid in $200 each month, paid all charges, and received the current interest rate for the period involved. The seventh column states the current annuity rate offered by the company at the present time for persons aged 65, choosing to receive payments for life with 10 years certain. The final column gives the estimated monthly income that would be achieved by paying in $200 per month for 30 years if the current interest rates and current annuity rates remain unchanged. This latter is a composite of several factors—current return, costs, and annuity assurances. *Remember: everything in this table is a hypothetical illustration.* No promises! No guarantees!

With the information from Tables 3 and 4 at hand, you can embark upon the effort to evaluate performance in fixed annuities. We told you it would not be simple, and indeed it is not!

TABLE 4—FIXED ANNUITY CURRENT ILLUSTRATIVE RESULTS

Insurer	Interest Rate	Credit Method	Withdrawal Loss 5-Year	Withdrawal Loss 30-Year	Retirement Values 5-Year	Retirement Values 30-Year	Annuity Rate	Ret'ment Income
AETNA*	8.75	ALL	-594	NONE	$14,842	$324,268	8.84	$2,867
AM. FIDELITY*	7.53	ALL	NONE	NONE	14,430	258,126	8.42	2,173
AM. SECURITY	8.25	ALL	-1,034	NONE	14,774	297,232	7.09	2,107
AM. UNITED*	8.62	NEW	-746	NONE	14,921	319,048	8.49	2,709
BENEFICIAL ST.	9.40	TWO	-1,539	-40,961	15,202	370,191	8.52	3,154
CENTURY LIFE	8.75	ALL	-1,001	NONE	14,961	326,870	8.07	2,638
DELTA LIFE	9.50	ALL	-758	NONE	15,167	375,581	8.62	3,238
EQUITABLE	8.30	ALL	-789	NONE	14,616	296,472	8.98	2,662
FAMILY LIFE*	8.00	ALL	-600	-840	14,803	281,948	8.40	2,363
FIDELITY STD	9.70	TWO	-1,243	-125,013	15,331	392,659	9.32	3,660
GREAT AMER.*	10.00	TWO	-1,553	-104,259	15,434	415,859	9.28	3,859
GR. AM. RES.	9.25	NEW	-541	NONE	15,028	356,872	10.10	3,604
GREAT WEST*	9.75	NEW	-720	NONE	15,170	391,641	9.25	3,623
HORACE MANN#	9.00	NEW	NONE	NONE	14,874	338,786	8.77	2,971
IDS LIFE	9.25	NEW	-838	-1,008	15,009	356,416	8.74	3,115
JOHN ALDEN	10.50	TWO	-1,962	-70,482	15,630	458,429	10.79	4,946
KEMPER INV.	9.00	NEW	-576	-615	15,054	342,876	8.70	2,983
LIFE OF S'WEST	8.75	NEW	-748	NONE	15,110	328,277	8.60	2,823
LINCOLN NAT'L*	9.00	NEW	-1,204	NONE	15,054	342,876	8.92	3,058
MASS. MUTUAL	8.85	ALL	-534	NONE	14,823	329,187	8.09	2,663
METROPOLITAN	8.75	NEW	-669	-14,606	14,868	324,842	8.80	2,859
MUTUAL OF AMER	9.00	ALL	NONE	NONE	14,471	332,977	8.73	2,907
MUTUAL OF NY	10.00	NEW	-649	NONE	15,323	412,857	8.76	3,617
NAT'L WESTERN	9.50	TWO	-1,665	-84,419	15,254	377,736	9.56	3,611
NATIONWIDE	8.50	NEW	-557	-662	14,690	307,944	8.63	2,658
NEW ENGLAND*	8.25	NEW	-1,182	NONE	14,775	297,234	8.54	2,538
NEW YORK LIFE#*	7.00	ALL	-426	NONE	14,210	233,413	8.31	1,940
N'WESTERN MUT.#	8.50	NEW	-480	-504	14,867	311,669	9.37	2,920
PRINCIPAL LIFE*	7.40	NEW	-946	-16,942	14,464	258,964	7.943	2,057
PRUDENTIAL	9.80	NEW	-720	NONE	15,236	396,861	8.76	3,477
RESERVE LIFE	9.00	ALL	-809	NONE	15,054	342,876	8.41	2,884
ROYAL LIFE	8.50	ALL	-149	NONE	14,867	311,670	8.88	2,768
SAFECO	8.80	NEW	-975	NONE	14,882	327,865	8.06	2,643
SECURITY BEN.	8.70	NEW	-480	NONE	14,763	319,900	8.50	2,719
SECURITY FIRST	9.00	NEW	-478	-505	15,027	342,876	9.32	3,196
SMA LIFE	8.15	NEW	-659	NONE	14,647	291,022	8.40	2,445
SOUTHWESTERN	8.25	NEW	-738	NONE	14,774	297,233	8.39	2,494
STATE BOND	9.25	NEW	-1,256	-11,475	15,158	359,963	8.17	2,941
STATE FARM	7.91	NEW	-93	NONE	14,651	278,773	9.19	2,562
TIAA/CREF	9.25	NEW	N/A	N/A	15,148	359,730	9.14@	3,288
TIAA/CREF SRA#	9.00	NEW	NONE	NONE	15,054	342,876	9.14@	3,134
TRANSAMERICA*	9.00	NEW	-1,204	NONE	15,054	342,876	8.76	3,004
TRAVELERS*	9.50	NEW	-840	-840	15,243	377,480	8.854	3,342
UNION CENTRAL	7.75	NEW	-146	NONE	14,594	270,999	8.31	2,252
UNION MUTUAL	9.00	NEW	-452	NONE	15,054	342,876	9.03	3,096
UNITED RES.	9.00	ALL	-406	NONE	15,057	342,940	9.55	3,275
USAA LIFE	8.50	ALL	-25	-25	14,867	311,670	8.43	2,627
VALIC*	9.25	NEW	-600	NONE	15,149	359,731	9.19	3,306
WESTERN NAT'L	9.00	NEW	-602	NONE	15,054	342,876	8.39	2,877

*=1 of 2 or more contracts. #=Not available for ORP. @=Rate varies on prev. cont.

ANNUITY GUARANTEE REDUCED

The Insurance Guaranty Association is a plan created by Texas law by which insurance companies agree to cover losses from insolvency of other insurance companies. The 1987 Legislature reduced the coverage of this plan for annuities from $300,000 to $100,000, causing some concern among persons using the Optional Retirement Program for their official retirement.

In depth investigation of the issue with the Insurance Board and other sources did not cause TACT to alter the statement it has made about Soundness of Companies in its annual study of products for ORP/TDA. (See article on page 16.) The amount under the Guaranty Association was never adequate for a retirement fund account in any case. It used to cover "up to $300,000 for one or more annuity contracts issued to the same contract holder." It now covers "up to $100,000 for one or more annuity contracts issued to an individual or up to $5 million unallocated annuity contract benefits held by one contract holder". Since "contract holder" is often the university, it is unclear which statement offers the greater protection. But, in either case, the protection is not adequate for a lifetime retirement program.

Additional concern about insurance companies was occasioned by revelations before a Senate committee during the last legislative session. Facts were revealed which indicate that the Insurance Board has been terribly lax in supervising and evaluating insurance companies in Texas. It appears to be another instance in which a Texas board was apparently being operated more for the benefit of the regulated industry than for the public welfare. A new Insurance Board chairman is seemingly making some changes, but customers still need to choose carefully and look for a history of stability and service in any company chosen for insurance, including annuities.

What should all of this mean to the individual with an ORP or TDA? Probably nothing more than to exercise caution and to avoid companies which have an inadequate history and/or financial report. Some salespersons who want a share of your business are suggesting that you should not have more than $100,000 in any one company. It is doubtful if the guaranty association assurance is worth the bother and risk of keeping all accounts below $100,000, especially since accumulations will almost inevitably rise above that amount by compounding through the years anyway. Variable and mutual fund accounts were never covered by the guaranty plan and will not be in the future.

ASSESSING THE COSTS

Costs vary significantly between companies, and are often somewhat difficult to judge and to understand. There are basically four different kinds of charges: a) sales load, applied only to new money going into plan; b) monthly or annual policy fees (which may apply whether payments are being made or not); c) surrender charges and transaction fees; and d) fees charged against the entire accumulation in the account for management services, expenses, and mortality assurances. Results in most tables throughout these articles are supposed to be after deduction of appropriate charges.

Table of Charges

Table 5 lists all charges for each company in an abbreviated form. In this table and in Tables 3 and 4 when it is written "5%(5), 4%(5), 3%", it should be read as 5% the first 5 years, 4% next 5 years, 3% thereafter. Dollars followed by parentheses read the same way. The annual fees charged to variable and fund accounts listed in the final column are charges against the whole value of the account and therefore can amount to significant sums. Charges vary greatly between funds and are specified in the Prospectus. The sign < means "*never greater than*" and appears on many of these since charges often decrease as the fund becomes larger, and some funds within a company may have lower charges than others.

This table reveals that charges vary greatly between companies and that some are easily misunderstood or can be used deceptively. A good company doing a good job deserves modest but adequate compensation. Be sure to consider all aspects of the product—including these costs.

This table makes clear that 17 listed companies offer only fixed annuities and 13 offer only mutual fund products. It also notes companies offering more than one product in the market and those not available for ORP.

TABLE 5 — SUMMARY OF CHARGES MADE BY EACH COMPANY

Company	*F=Fixed; V=Variable; M=Mut. Fds; PF=Policy Fee; SC=Surrender Chg; Pmt=Payment; M=1000*	*Ann. Fee, Var.*
AETNA*	F&V: No Sales but $20/yr. PF; SC=5%(5), 4%(2), 3%(2), 2%(1)0% after 10 yrs.	1.5%
AM. CAP. FDS	M: 0% to 8.5% sales; $10/yr. custodial fee; $5 transfer fee.	<0.92%
AM. FIDELITY*	F: No sales; V:4%+$.50/pmt; $15 PF (once only); No SC.	1.28525%
AM. SECURITY	F: No sales; SC=15% scaling down to 0% after 11 yrs. + $25 fee.	Not Offered
AM. UNITED*	F: No sales; SC-10% scaling down to 0% after 10 yrs.; V:6%($5M), 4% thereafter; No SC.	1.2%
AMEV FUNDS	M: 0% to 8.5% sales + $10 /yr. custodial fee; SC some funds=6% scaling down to 0% after 7 yrs.	<1.39%
BENEFICIAL ST.	F: No sales; SC-20% first yr. pmt + reduced interest first 5 yrs.	Not Offered
CENTURY LIFE#*	F: No sales; SC=12% of premiums paid scaling down to 0% after 12 yrs.	Not Offered
CRITERION FUNDS	M: 0% to 4.5% + $10/yr. custodial fee.	<1.00%
DELTA	F: No sales but $12/yr. PF; SC=10% scaling down to 0% after 10 yrs.	Not Offered
EQUITABLE	F&V: No sales but $30 /yr.PF; SC=6%(5), 5%(3), scaling down to 0% after 12 yrs.	<1.75%
FAMILY LIFE	F&V: No sales but $30/yr. PF; SC=5% last 7yrs. pmt.	1.0%
FIDELITY FUNDS	M: No sales but $12/yr. per account; SC=$10.	<1.639%
FIDELITY STD	F&V: No sales but $10 transaction fee; SC=7% declining to 0% on pmts held 1-5 yrs.	1.35%
FIRST INV. FDS	M: 0% to 8.5% + 7.50/yr. custodial fee and $5 exchange cost.	<1.74%
GR. AMERICAN *	F: No sales; SC=20% of 1st yr pmt + reduced interest, partially reinstated after 15 yrs.	Not Offered
GR. AMER. RES.	F&V: No sales but $30-$20/yr. PF; SC=8% or 9% scaling down to 0% after 9 or 10 yrs.	1.49%
GREAT WEST*	F&V: No sales but 0 to $30/yr. PF; SC=6% of pmt. last 6 yrs. thru 15th yr.	<1.85%
HORACE MANN #	F&V: No sales but $30/yr. PF; SC=8%(2) scaling down to 0% after 5yrs.; $5 transfer fee.	1.35%
IDS FUNDS#	M: 0% to 5% sales + $18/yr. custodial fee + $6.00/yr. per fund.	<0.94%
IDS LIFE	F&V: No sales but $24/yr. PF; SC=7% on pmts. held less than 6 yrs.	<1.69%
JOHN ALDEN	F: No sales; SC=20% of 1st yr. pmt. + reduced interest 1st 5 yrs.	Not Offered
KEMPER INVEST.*	F&V: No sales but $25/yr. PF on Variable; SC=6% declining to 0% on pmts held 1-5 yrs.	<1.90%
KEYSTONE FDS	M: 0% to 2% sales + $20/yr. custodial fee + $5 /transfer; SC=4%-1% of deposits held under 4yrs.	<2.04%
LIFE OF S'WEST	F: No sales; SC=10% declining to 0% after 6 yrs.	Not Offered
LINCOLN NAT'L*	F&V: No sales but $25/yr. PF on Variable; SC=8%(5), 4%(5), 0% after 10 yrs.	<1.752%
MASS. MUTUAL	F&V: No sales but $30/yr. PF; SC=8%(2), scaling down to 0% after 9 yrs.	<1.74%
METROPOLITAN	F&V: No sales but $15-$30/yr. PF; SC=7% to age 62 in F + 7% declining to 0% after 7 yrs on Var.	<2.25%
MUTUAL OF AMER.	F&V: No sales but $24/yr. PF; No SC	<2.0252%
MUTUAL OF NY	F&V: No sales but $30/yr. PF; SC=5%(5) scaling down to 0% after 10 yrs.	<1.0%
NATL WESTERN	F: No sales; SC=20% first yr. pmt. + reduced interest, partially reinstated after 7 yrs.	Not Offered
NATIONWIDE	F&V: No sales but $30/yr. PF; SC=6% declining to 0% on pmts held 1-6 yrs.	1.3%
NEW ENGLAND*	F&V: No sales; SC=10%(2) on F, 6.5% on V, declining to 0% after 10 yrs; $30/yrs PF on V.	<2.1%
NEW YORK LIFE#*	F&V: No sales but $20-30/yr. PF; SC=7%, scaling down to 0% after 7 or 10 yrs.	2.0%
N'WESTERN MUT#	F&V: No sales but $30/yr. PF; SC=7% or 8% declining, but continuing 2% on V.	<1.75%
PIONEER FUNDS	M: .25% to 8.5% sales + $10/yr. fee + $5 transfer fee.	<0.81%
PRICE FUNDS	M: No sales but $5/yr. PF per fund account.	<1.50%
PRINCIPAL LIFE*	F&V: No sales but $25/yr. PF + .5%($50M) chg; SC=7% scaling down to 0% after 7 yrs.	<2.2%
PRUDENTIAL	F&V: No sales but $20/yr. PF; SC=7%(2) declining to 0% on pmts held 1-15 yrs.	<1.35%
QUADS	M: 0% to 8.5% sales + 1.25%/yr. management & internal fund expenses; SC=$25.	Depends on fund
RESERVE LIFE	F: No sales; SC=8%(3) scaling down to 0% after 8 yrs.	Not Offered
ROYAL LIFE	F: No sales; SC=5% declining to 0% after 5yrs.	Not Offered
SAFECO	F&V: No sales but $15-$30/yr. PF; SC=9%(2) decreasing to 0% after 8 yrs.	<1.99%
SCUDDER FDS.	M: No sales or other fees, but may have a $3 custodial fee soon.	<2.05%
SECURITY BEN.	F&V: No sales but $30/yr. PF; SC=8% on pmts. scaling down to 0% after 8 yrs.	1.95%
SECURITY FIRST	F: No sales; $10 fee some transactions; SC=7% declining to 0% on pmts held 1-4 yrs.	Not Offered
SMA LIFE	F&V: No sales but $18/yr. PF until over $10M; SC=7%(3) scaling down for 9 yrs.	<1.56%
SOUTHWESTERN	No sales on F; 3.25% on V; SC=9% scaling down to 0% after 9 yrs.	1.81%
STATE BOND	F: No sales; SC=35% first yr. pmt + all increases, plus interest thereon.	Not Offered
STATE FARM	F: No sales; SC=10% declining to 0% after 10 yrs.	Not Offered
TIAA/CREF*	F&V: No sales except SRA has 0.5% of premium; no SC where available.	.33%
TRANSAMER.*	F: No sales; SC=9%(4) declining to 0% after 10 yrs.	Not Offered
TRAVELERS*	F&V: No sales but $30/yr. PF on V; SC=7%(F) and 5%(V) on pmts. last 5 yrs.	<1.95%
UNION CENTRAL	F&V: No sales; but $30/yr. PF on V; SC=5% or 7% scaling down to 0% after 5 yrs.	<2.34%
UNION MUTUAL	F: No sales; SC=6%(4) scaling down to 0% after 7 yrs + loss of 0-3 months interest.	Not offered
UNITED RES.*	F&V: No sales but $30/yr. PF; SC=7% declining to 0% pmts after 5 yrs.	<3.1%
USAA FUNDS#	M: No sales but $10/yr. PF per fund account; set up & transfer fee $5; SC=$20	<1.42%
USAA LIFE	F: No sales; SC=$150(1), $50(2), $25 thereafter.	Not Offered
VALIC*	F&V: No sales, but $15/yr. PF; SC=5% last 5 yrs. pmts. until 15 yrs.	<1.75%
WADDELL & REED	M: 0% to 8.5% sales, plus $15/yr. custodial fee; $2-$5 fee for transfer or withdrawal.	<1.45%
WESTERN NAT'L	F: No sales; SC=6%(2), 4%(3)0% after 5 yrs.	Not Offered

**=One of two or more contracts available   #=Not available for ORP*

MOST FLEXIBLE CHOICE FOR ORP/TDA

The most flexible possibility for placement of your ORP/TDA has been available since 1981, when TACT was instrumental in passing a law to allow direct investing in mutual funds without going through an insurance company. This opportunity is now available at most colleges and universities and should be submitted for approval wherever it is not now offered.

The use of products allowing direct use of mutual funds without going through an insurance company has increased substantially in recent years, as indicated in the article on page 18. Yet this opportunity remains unknown to many faculty and librarians. This article will explore briefly the advantages and disadvantages of utilizing this most flexible program in which you may place your ORP/TDA.

Using a family of mutual funds for your ORP/TDA provides diversity and professional management within one or more specified or selected areas of investment—money market instruments, stocks of all kinds, commercial and government bonds, and even precious metals or real estate. For an additional fee you can even engage a financial advisor to manage the placement of your accumulation among funds under a custodial account. One new program called QUADS (Qualified University Accumulation & Disbursement System) allows you to select among any of the over 2,000 funds in the nation. Such alternatives should be considered if you follow (or wish to follow) developments in the financial field and are willing to assume responsibility for directing payments toward chosen investments and for redirecting accumulations to meet changed or changing conditions.

Potential Advantages

Potential advantages of using a group of mutual funds are: 1)wide range of choices as shown in Table 1 on page 10; 2) full freedom for transfer between funds, often by a telephone call; 3) ability to check value of your account and keep up on what is happening to it in daily newspaper; 4) automatic participation in the highly recommended practice of "dollar cost averaging" (buying more shares when price is low and fewer when price is high); 5) continued flexibility even into retirement; 6) clear explanation of costs and avoidance of paying annual "mortality and expense risk" fees.

Potential Disadvantages

Potential disadvantages are: 1) multiplicity of offerings may complicate and confuse decision making; 2) advantages are gained only if you pay attention to your investments and make rational decisions for change on occasions; 3) possibility of some periods in which your investment decreases in value since there is no guaranteed return; 4) no assurance of a given annuity rate or promise of lifetime income backed by insurance company; 5) greater volatility and fluctuation in value of your investment.

Thus, use of direct investment in mutual funds may not be the best alternative for everyone. But, it holds greater possibilities than any other alternative for those who want to manage their investment in such a way that it is readily adapted to changing economic times and changed personal circumstances.

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OTHER FACTORS OF IMPORTANCE

Because you cannot be sure what any one product or company will do or even how your needs may change, you want maximum flexibility and availability of information in your program so that you are able to adapt it to changing economic conditions, retirement objectives, and company offerings. These additional factors, therefore, have substantial significance in your choice.

Flexibility In Investments. As described earlier, having a variety of types of investments available and the opportunity to move between them can, if you make sound decisions, improve your performance significantly over the years. If you have only "fixed type" annuities, you are never able to participate in growth of the stock market; but if you have only a single "variable type" annuity, you will never have the opportunity to get outside the "roller coaster" trends of the stock market.

All companies offering both major types of investments allow changes in the proportion of new money going into either or both plans, and most allow transfer of all or part of accumulated assets from Fixed to Variable, and *vice versa*, both during the accumulation period and at retirement. Once an annuity mix between Fixed and Variable is determined at retirement, it cannot be changed in most situations. Mutual fund groups and some companies with several offerings within the Variable offer flexibility even after retirement by allowing transfers from one fund to another.

Surrenderability. So long as you participate in ORP payments, you cannot surrender your ORP annuity nor borrow on it. A 1973 state law established these facts, no matter what your contract may say. In TDA and after retirement in ORP, however, the privilege of surrendering (cashing in) in whole or in part becomes a potentially valuable feature. If possible, ease of surrender and low or no cost for exercising it should be sought in any TDA or ORP. TIAA-CREF is more restrictive on this factor than any other program, but it is now developing a product with full surrenderability and certain other flexibilities. Since action on your part and/or on the part of the college will be needed to use this new program when available, you are advised to watch for announcement of it if you are in TIAA-CREF or if you are considering it, with its constantly low costs and favorable performance.

Loan Privileges. Since the 1986 tax law prohibits most surrenders of TDAs until age 59½, ability to borrow from your program has greater importance than in the past. Most insurance companies (but not all—and none of the mutual fund families) offer a loan of $1,000 to $50,000 based on your assets, which must be paid back within five years (except for loans used in purchase of a primary residence, which allow ten years). A net cost of 2% to 4% is charged on the loan by most companies.

Transferability. Ability to shift your program to another qualified employer or to another company is another feature of value. It provides recourse in the event of dissatisfaction with one company and opportunity to utilize new products which may be introduced into the tax deferred field. All companies studied except TIAA-CREF allow such transfers with only surrender charges being assessed where applicable. Unfortunately, a number of companies are now using high surrender charges, especially in early years, to make transferring difficult and expensive.

Guarantees Offered. As indicated previously, guaranteed rates are of minor significance unless conditions change drastically in society. But, guarantees against changes in the contract, including increases in costs, vary considerably from company to company. Of course, current interest and annuity rates are expected to change in all programs, but some companies reserve the right to change many features of the contract, even including so-called guarantees, at the option of the company. Obviously, the more certain the features of a contract are, the more you can be assured of what you are buying. It is a good idea to request a copy of the contract and consider it carefully, particularly if any matter seems to be at variance with information in these articles. Since you are actually buying the contract and it may be with you for 30 to 70 years, you should get a copy and study it as you wish.

Sound Companies. Purchasing products for ORP/TDA inevitably involves some risk as to the soundness and reliability of the company. No final assurance can be given against management fraud or unforeseen economic developments, but all companies listed are qualified to do business in Texas and are regulated by the Insurance Board and/or the Securities Board. You can assume, therefore, that each company has passed periodic inspections and shows no obvious indication of inability to fulfill obligations in full. Additionally, the Texas Insurance Guaranty Association stands behind insurance annuities to a very limited extent, assuming coverage of losses by insolvency of a company up to $100,000. (See related article on page 14).

A. M. Best Co. rates general insurance companies as to financial soundness, but those ratings do not apply equally to companies specializing in annuities. All companies in this study currently hold Best's highest rating (A+, Superior) except for the following companies with A (Excellent) ratings: American Security, Delta, Fidelity Standard, Kemper Investors, National Western, New York, Royal, Security First, SMA Life, State Bond, Transamerica, United Resources, and USAA Life. One company (National Investors) which did business with faculty had an A rating when it went into "rehabilitation" for many years; it has now paid off all capital but with some loss of interest.

In summary, you as buyer need to be careful and thoughtful in selecting a company, considering length of service, financial reports, and general reputation, and then stay alert to changes in the business through the years.

Service and Reports vary greatly from company to company. Easy access to competent service and advice, plus regular, up-to-date information to you as participant, are features to be evaluated in the ORP or TDA plan. Companies range from those with many persistent, sometimes over-eager salespersons, to those with no agents at all. Some salespersons are "locked in" to one company's products, while a growing number serve as brokers for several different products. In some instances the broker-type agent may shop around for a better product for your use, something you can always do yourself if willing. Reporting practices range from a full report on status of account each time a payment is received to one annual report presented at the company's convenience. Possibilities in case of death and disability are other features which vary among companies and may have some usefulness.

You will do well to inquire into each of these factors and evaluate their importance to you personally.

Summary of Factors

These articles have described factors which should influence your choice of a product for your Optional Retirement Program (if you have chosen ORP) and/or your Tax Deferred Account. Since each product has one or more areas in which its offering is significantly weaker than some other, and since the relative importance of various factors does and should vary from person to person (depending on such factors as personal financial condition, age, professional development, and personal inclinations), no single offering demonstrates consistent superiority for all persons. TJCTA takes the position that each participant should have several choices available and should make his or her choice on the basis of considered facts and factors. On the next page you will find a table which ranks companies on a number of these factors.

All Things Considered

A quick glance at Table 6 (as well as tables on variable performance) reveals that no company is consistently ranked high in all features, and you need to remember that not all important features are reflected in this table and that ranked elements are not of equal importance. For example, for a person who is only likely to be a participant for two or three years, the surrenderability rankings (given in third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

Table 6 Described

Table 6 ranks each company on certain factors reported in other tables, lists number of Variables or Funds available and presents our comment on two flexibility factors. In each column under Fixed Annuities, the number designates how that company's product ranked among all those for which information on that factor was available. A "1" indicates that company ranked first on that particular element of performance or projection of all the companies in that column and rising numbers indicate lesser performance or projection. The first two columns show how that company ranked in actual performance of the fixed annuity for the five years ending December 1988, figures presented in Table 3. Column 3 ranks the amount of charge for withdrawal at the end of five years, ranging from those with no surrender charge (ranked 1) to the highest cost (ranked 48). The next two columns are drawn from Table 4, and depend on current rates which may change often and handily. The 30-year accumulation value is largely a function of current interest rates, subject to all of the qualifications specified in that section. The current annuity rate may give some indication of company practice in annuitizing values. The sixth column ranks companies on the basis of guaranteed retirement income reported in Table 3.

In the column regarding transfer possibilities between Fixed and Variable accounts, the designations are: FULL = no charges and no substantial time limits; GOOD= no charges but limited in some way; COST=charges which may be based on surrender or sales charges; PART=Fixed to Variable limited but other direction full; FUND=transfers only among variable or mutual funds; NONE=no variable available. In the column on Plans for Surrender the designations are: FULL=no charges and readily available; FEE=modest surrender fee; LOSS=short term charges disappearing after several years; COST = substantial cost continuing to retirement.

The Decision Is Yours

With these rankings and all of the other ideas developed in these articles, you should be able to select a vehicle for your ORP or TDA which will meet your particular needs and wishes. In all matters, remember that you are in the driver's seat as you move towards selection of a vehicle for your retirement and tax sheltered savings program. Do not be cowed or "snowed" by an assured or assertive salesperson.

Ask the questions made explicit in this article and get satisfying answers:

1) What are the probabilities of a good return on your investment through the years? Is it or can it be made adaptable to changing economic conditions and changing needs?

2) Is there a flexible choice between Fixed and Variable portions, and can you shift accrued assets from one to another easily and without cost? Do you have some continuing choice of investment alternatives or are you wholly dependent on the company's decisions?

3) Do you have assurance of maximum annuity rates and maximum flexibility of choice as to time and type of retirement settlement opportunities?

4) Are the charges and deductions clearly stated and in minimum amounts throughout the life of the contract?

TABLE 6 — COMPARATIVE RANKINGS

SUMMARY OF SELECTED ITEMS FROM PREVIOUS TABLES

	FIXED ANNUITIES						*VARIABLE*		
	ACTUAL		*CURRENT ILLUSTRATION*					*FLEXIBILITY*	
Company	*5-yr Add*	*5-yr No-Add*	*Withdrwl Cost 5-yr*	*30-yr Accum*	*Annual Rate*	*Grntee Ret'mnt Income*	*Nmbr of Choices*	*Transfer F<->V*	*Surrndr Plans*
AETNA*	22	29	19	32	20	31	4	GOOD	LOSS
AM. CAP. FDS.	Group of Mutual Funds Without Annuity						12	FUND	FEE
AM. FIDELITY*	36	37	1	48	37	26	1	COST	FULL
AM. SECURITY	20	25	39	41	49	37	0	NONE	LOSS
AM. UNITED*	4	1	29	34	35	34	1	COST	LOSS
AMEV FUNDS	Group of Mutual Funds Without Annuity						8	FUND	LOSS
BENEFICIAL STD	9	N/A	45	10	33	13	0	NONE	COST
CENTURY LIFE#*	14	17	38	30	46	3	0	NONE	LOSS
CRITERION	Group of Mutual Funds Without Annuity						18	FUND	LOSS
DELTA	16	13	31	9	30	24	0	NONE	LOSS
EQUITABLE	27	27	32	42	16	44	4	FULL	LOSS
FAMILY LIFE	35	34	20	44	39	12	7	GOOD	COST
FIDELITY FUNDS	Group of Mutual Funds Without Annuity						71	FUND	FEE
FIDELITY STD	N/A	N/A	43	5	6	29	3	FEE	COST
FIRST INVESTORS	Group of Mutual Funds Without Annuity						9	FUND	FEE
GREAT AMERICAN*	1	3	46	2	8	8	0	NONE	COST
GR. AMER. RESERVE	8	9	16	14	2	8	3	COST	LOSS
GREAT WEST*	3	2	26	6	9	40	3	GOOD	LOSS
HORACE MANN#	29	30	1	25	22	6	6	COST	LOSS
IDS FUNDS#	Group of Mutual Funds Without Annuity						16	FUND	FULL
IDS LIFE	30	21	34	15	26	32	4	GOOD	COST
JOHN ALDEN	N/A	N/A	48	1	1	2	0	NONE	COST
KEMPER INVEST.	34	33	18	16	28	7	4	GOOD	COST
KEYSTONE FUNDS	Group of Mutual Funds Without Annuity						20	FUND	LOSS
LIFE OF S'WEST	33	24	30	28	31	20	0	NONE	LOSS
LINCOLN NAT'L*	19	20	41	17	17	35	7	FULL	LOSS
MASS. MUTUAL	N/A	N/A	15	27	45	46	4	PART	LOSS
METROPOLITAN	23	14	25	31	21	47	7	GOOD	COST
MUTUAL OF AMER.	24	28	1	26	27	45	9	FULL	FULL
MUTUAL OF NY	38	7	23	3	23	14	2	GOOD	LOSS
NAT'L WESTERN	7	12	47	7	3	1	0	NONE	COST
NATIONWIDE	N/A	N/A	17	38	29	36	13	GOOD	COST
NEW ENGLAND*	N/A	N/A	40	39	32	25	4	GOOD	LOSS
NEW YORK LIFE#*	N/A	N/A	10	49	43	28	3	PART	LOSS
N'WESTERN MUT.#	39	35	13	37	5	39	4	COST	COST
PIONEER FUNDS	Group of Mutual Funds Without Annuity						9	FUND	FEE
PRICE FUNDS	Group of Mutual Funds Without Annuity						17	FUND	FULL
PRINCIPLE LIFE*	25	36	36	47	48	43	3	COST	COST
PRUDENTIAL	10	11	26	4	23	41	7	GOOD	LOSS
QUADS	All Mutual Funds Through Custodial Account						2000+	FUND	FEE
RESERVE LIFE	18	23	33	17	38	16	0	NONE	LOSS
ROYAL LIFE	32	31	8	35	18	8	0	NONE	LOSS
SAFECO	13	10	37	29	47	18	3	GOOD	LOSS
SCUDDER FUNDS	Group of Mutual Funds Without Annuity						15	FUND	FULL
SECURITY BENEFIT	31	26	3	3	4	17	5	GOOD	LOSS
SECURITY FIRST	N/A	N/A	12	17	6	30	0	NONE	COST
SMA LIFE	N/A	N/A	24	43	39	19	3	GOOD	LOSS
SOUTHWESTERN	N/A	N/A	28	40	41	5	1	GOOO	LOSS
STATE BOND	26	22	44	11	10	22	0	NONE	COST
STATE FARM	37	38	6	45	10	23	0	NONE	COST
TIAA-CREF	2	4	N/A	13	13	48	2	POOR	POOR
TIAA-CREF SRA#	6	5	1	17	13	49	2	GOOD	FULL
TRANSAMERICA*	11	6	42	17	23	42	0	NONE	LOSS
TRAVELERS*	5	8	35	8	19	33	8	FULL	COST
UNION CENTRAL	N/A	N/A	7	46	43	30	3	COST	LOSS
UNION MUTUAL	17	15	11	17	15	27	0	NONE	LOSS
UNITED RESOURCES*	27	32	9	24	4	15	12	COST	LOSS
USAA FUNDS#	Group of Mutual Funds Without Annuity						8	FUND	FEE
USAA LIFE	15	18	5	35	36	4	0	NONE	FEE
VALIC*	12	19	20	12	10	20	7	GOOD	LOSS
WADDELL & REED	Group of Mutual Funds Without Annuity						14	FUND	FEE
WESTERN NATL	21	16	22	17	41	8	0	NONE	LOSS

* = One of two or more possible contracts. # = Not for use in ORP.

5) Is the contract surrenderable for cash value, in whole or in part, after leaving covered employment for ORP and after age 59½ for TDA? Does it allow lump sum withdrawals in lieu of electing an annuity during retirement?

6) Is the program easily transferable to another company within ORP? To other kinds of tax sheltering employment? At what costs? Do high surrender charges or other devices tend to lock you in and limit your choices?

7) Are costs, annuity rates, and other features of the contract permanent, or does the company reserve the right to change certain of these at its option?

8) Does the company have soundness and experience which assure its ability to fulfill its contract and provide good management through the years?

9) How adequate to your needs are the services and reports offered by the company?

TJCTA offers this information to help you make sound decisions about what is indeed the most significant financial decision you will ever make.

DON'T BE FOOLED IN ANNUITY CHOICES

An opinion article derived from writings of Ted Reutz, Financial Consultant and Visiting Professor, UT-Austin

Because of various uses of "current interest" rates in fixed annuities, two questions should be raised and answered in considering fixed annuities for use in ORP/TDA.

1. *I understand that you currently pay 10% interest (or whatever) on my contributions, but how long will this rate continue and what interest do you pay during payout years after retirement on the money I have accumulated?* Current interest may continue for anywhere from one month to a few years on present contributions, and the after-retirement rate may be as low as the 4 to 7 percent range. Mortality factors, expense charges, payout interest rates and return of your own principal are blended together in determining the annuity rates used to convert accumulation accounts into annuity income. The interest rate in the payout period is not contractually tied to the interest rate during the accumulation period, nor does the contract state what the actual interest rate on undistributed funds shall be during the payout period other than a guaranteed minimum of perhaps 3 to 4.5 percent.

2. *What happens if I want to take my cash out in a lump sum and invest with another company that is paying higher rates either when I retire or earlier?* The correct answer is that you can lose as much as 25 percent of your retirement accumulation fund if you take a cash withdrawal from some products. In what the industry calls a "two bucket" or "two tier" contract, two different policy values are calculated under the terms of the contract: an "accumulation value" and a "surrender value." The only way to access the "accumulation value" is by accepting one of the annuity options with the company (which may be based on significantly lower interest factors). If you ask for your money in cash, then instead of basing payments on the "accumulation account" the company pays you the "cash value account" which is based on substantially reduced interest rate. In other words, a two tier annuity has two different rates of interest—a high rate (usually in large print) that you receive only if you annuitize, and a lower rate (usually in small print) which you receive if you take your money out in cash.

Other annuities may make a charge for withdrawal or surrender within the first 5 to 15 years, but thereafter the "accumulation value" and the "surrender value" are the same, allowing you an open choice of moving your accumulation to another program for the payout period or for more accumulation.

The two tier products listed in Table 4 on page 14 all have a high current interest rate, which influences all other elements in that table. It is important, however, to note also the loss sustained if you take this accumulation in cash. You will notice that the penalty for cash surrender can exceed 25 percent of your total accumulation (over $100,000 in some instances in that table) and that it never disappears in those products.

In the state of Oregon and at the University of Arizona there are regulations limiting the spread between cash surrender value and "maturity value" (defined as paid up annuity benefits) to not more than a small percentage difference. Two tier products with differences exceeding this figure are not acceptable in those states. Since Texas does not have such regulations, the buyer must be aware of this method of crediting interest.

It is always good advice to read the entire contract and get full answers to these questions. How likely is it that current non-guaranteed projected rates will in fact be paid to claimants 15 to 35 years from now? How sound is the company? What is the history of interest rates actually credited to old policy holders? What is the company's overall history of investment performance? Is there a partial withdrawal provision with no surrender charges? What flexibility in investments do you have?

Remember "current interest" is only a small part of the whole story, and a factor easily manipulated. What is important is the real or effective rate of return over the entire life of the contract. Flexibility and liquidity are extremely important considerations over the long periods in which people purchase and then live on proceeds from ORP/TDA products.

WHY CHOOSE MUTUAL FUNDS OVER FIXED ANNUITIES?

by Gary E. Battenberg, Regional Vice President, The Pioneer Group, Inc.

As you study choices available for ORP/TDA contributions, you need to understand an important axiom: "Risk-free" is seldom the route to financial security.

Educators used to consider fixed annuities "safe" because they provided income for the life of the contract holder, and they paid an understandable interest rate. When annuity contracts are carefully analyzed, however, there are no long-term guarantees. Rates of "current pay" are roughly the same as 30-year treasury bonds, and if rates on these bonds rise or fall substantially the "current pay" will rise or fall to reflect these changes. They are not "risk free."

Mutual funds, on the other hand, pay no fixed rate of return. They do not even guarantee that you will get your capital back. They are not "risk free." But, over periods of ten years or more, mutual funds that invest primarily in stocks have outperformed investments like annuities which are made up mainly of bonds. For example, the 988 common stock mutual funds tracked by Lipper Analytical Services provided an average yearly total return of 15.73 percent for ten years ending December 30, 1988. When mutual funds can deliver returns like that, why "fix" them?

The growth did not come in neat annual increments of 15%, in the style of fixed annuities. Instead, it came in an assortment of years, some with good and some with not-so-good performance. For example, an investment of $25,000 over a 28 year period in a fixed annuity earning 9 percent amounts to $279,178; whereas the same investment for the same period in a mutual fund earning this average 15.73 percent amounts to $1,494,262.

Time seems to help common stock investments as much as fine wines. Between 1926 and 1987, the S&P 500 Composite Index (a commonly accepted barometer for the stock market as a whole) showed a negative return in only seven of the 58 rolling five-year periods. Stretch that to ten-year period, and only two of 53 possible periods showed a negative return. For twenty-year periods—a reasonable investment span for retirement monies—there was not one negative cycle. Historically, then, the longer the period of investment for a diversified group of common stocks, the lower the degree of risk.

In addition to the other good advice provided by TACT and TJCTA in this analysis of choices for ORP/TDA, you should determine your tolerance for risk, in view of the length of time you have to retirement. (The shorter the time to retirement, the less risk you may want to assume. Will you lie awake worrying whenever there is a dip in the stock market, or can you take these short-term breaks in stride?) Then, select quality and stay with your choice through good times and bad.

There are no guarantees with an investment in a mutual fund. But, as educators are beginning to learn, in the paradoxical arena of money management, it is the no-guarantee choice that has achieved long-term goals with the greatest returns to investors.

90 DAYS TO DECIDE: ORP OR TRS?

If you are a new appointee who is qualified for participation in the Optional Retirement Program (ORP), you have just 90 days in which to decide which retirement program you will use. Even visiting professors and those here on short term assignment need to make this decision if there is even the remotest possibility that they may return to Texas higher education sometime in the future. Veteran faculty will do new appointees a great service if they see to it that they have a copy of this *Messenger*, are aware of the importance of this decision, and are encouraged to join TJCTA.

Texas law requires all full-time employees to participate in either ORP or Teacher Retirement System (TRS), and all new appointees will be placed automatically in TRS upon employment unless they have elected ORP prior to the first paycheck. Faculty, librarians, and other professionals, not including anyone in a classified position, may choose the optional alternative but must make this important decision during the first 90 days in a qualified position. Once made, the decision is irreversible and will continue in force for the full duration of employment in any Texas public institution of higher education. Changes in positions or institutions and interruptions in service notwithstanding, the decision for TRS or ORP will hold for all time.

This article and much of the other content of this issue of the *Messenger* provide information to assist in making this decision.

TRS and ORP Compared

The choice of ORP as an alternative to TRS has been available to faculty and librarians since 1967, when TACT and TJCTA were crucially instrumental in passing legislation which allows this choice. Prior to that time, all employees were required to participate in TRS. The transportability of ORP to another institution in another state and its earlier vesting period (one year as contrasted with 10 years in TRS at that time but changed to 5 years in 1989) were the main features which made ORP a valuable alternative in a profession in which hiring is from national and world markets and in which at least two or three changes in position are normal before settling down to a career.

ORP and TRS are totally different in concept and operation, making comparison quite difficult. In addition to this brief treatment of the two programs, you may want to read a pamphlet, "TRS-ORP," published by TRS and available from your personnel department or the TRS office in Austin.

The **Teacher Retirement System (TRS)** is a stated benefit program, in which your retirement benefit according to current formula will be 2.0% of your average salary in the highest three years, multiplied by the number of years you have participated in the program. Thus after 30 years of service, your maximum benefit would be 60% (30 x 2.0%) of your average salary over the three years in which your earnings were highest. Rules allow you to increase your years of service by purchasing credit under some conditions for years in military service, in out-of-state teaching, or on special leave. TRS also has a death benefit and disability feature which offer some protections not included in ORP. TRS retirement benefits do not vest (become permanently committed to the participant) until after 5 years of participation, and then only for purposes of income at retirement age. Upon leaving covered employment, a participant may withdraw only his or her own payments, plus 5% interest, with the state's share reverting to the system.

The **Optional Retirement Program (ORP)** is a cash accumulation retirement program in which you yourself select the vehicle or vehicles into which yours and the state's payments are placed. Your retirement benefit will be whatever the payments and earnings through the years can produce. Investments are made in programs offered by many insurance and mutual fund companies which are designated as 403(b) programs, most of which are described in some detail in other articles in the *Messenger*. There is no death or disability benefit beyond the contributions made or the value accumulated. ORP vests in the participant as soon as he or she begins a second year of employment. Upon leaving covered employment after more than one year, the entire accumulation, both state and personal, goes with the participant and may be continued under another qualified employer, held for future use, or under some circumstances, surrendered for cash if taxes and penalties are paid.

Why Most Choose ORP

Most faculty, librarians and other professionals coming into Texas public colleges and universities who are qualified for ORP now use it rather than TRS for at least three reasons:

1. One year vesting is of great value in a profession in which two or three changes in position are normal before settling down to a career.

2. Potential retirement benefits are substantially greater, although the amount of benefit is less definite. Any estimate of retirement benefits in 30 or 35 years is subject to many unknown factors. Given the same salary conditions over a 35 year career in Texas, however, a person's "estimated" retirement income in ORP products will exceed present TRS provisions by 2 to 3 times, but the *guaranteed* amount in most companies may be slightly less than TRS results.

3. ORP accounts are transportable to other institutions in other states—perhaps not as official retirement programs, but as additional tax deferred savings programs. TRS is limited to Texas schools and colleges and can be utilized for retirement purposes only.

For faculty members coming into Texas in mature years (age 55 and beyond), entering at a high salary, and having high likelihood of completing their careers here, TRS might produce benefits in excess of those earned by ORP in the relatively short period available to retirement. Also, in TRS the individual is removed from all responsibility for managing or paying attention to this major investment, and questions arising at retirement are much simpler in TRS than in ORP because choices are still much more limited. Now that both TRS and ORP are tax deferred (paid out of salary and not subject to income tax), the take-home pay under TRS is slightly greater than in ORP because 6.4% of salary is required in TRS while 6.65% is required in ORP.

This is a decision required of a new appointee during the first 90 days after employment. You should seek information from various sources if you have any questions, and make your choice of TRS or ORP after careful consideration.

THREE-FOURTHS OF ELIGIBLE EMPLOYEES CHOOSE ORP

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1987-88 academic year 7,208 (77.6 percent) of the 9,290 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 7.65 percent for the state.

Two-year college employees invested in ORP plans with 60 different carriers during Fiscal Year 1988. The Variable Annuity Life Insurance Company (VALIC) was selected by 1,949 participants—more than 27 percent of the total business, with Kemper Investors Life Insurance Company and Travelers Life Insurance Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to twelfth place in 1988. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost participants steadily every year, down to 150 in 1987-88 (2.1 percent).

Carriers receiving contributions during each of the last ten years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. **No ORP participant should feel "locked" into an inferior program.**

With surprising frequency, the TJCTA state office receives inquiries from members who somehow have been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

> *Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...*
>
> *Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...*
>
> *Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.*

Individuals who experience problems regarding the preceding three regulations should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS

Public Community Junior College Employees

1978-1988

	1978-79	*1979-80*	*1980-81*	*1981-82*	*1982-83*	*1983-84*	*1984-85*	*1985-86*	*1986-87*	*1987-88*
Variable Annuity Life Insurance Company	836	1,239	1,594	1,727	1,840	1,843	1,926	1,973	1,933	1,949
Kemper Investors Life Insurance Company	—	—	—	240	340	488	599	681	736	683
Travelers Life Insurance Company	89	185	265	281	404	500	595	685	682	583
Aetna Life Insurance and Annuity Company	168	138	166	224	251	313	424	433	475	489
USAA Life Insurance Company	—	—	113	210	240	256	303	306	362	449
Lincoln National Life Insurance Company	541	551	507	417	406	410	373	340	325	388
Union Mutual Life Insurance Company	—	206	278	301	303	355	430	427	416	355
Great American Life Insurance Company	—	—	44	77	127	151	218	280	321	331
Mutual Life Insurance Company of New York	345	290	283	341	388	404	385	335	298	279
Teachers Insurance and Annuity Association	224	202	203	205	191	202	183	168	162	165
Jefferson Standard Life Insurance Company	442	409	318	235	215	203	188	172	160	156
Southwestern Life Insurance Company	1,983	1,414	1,054	691	578	550	363	311	226	150
Delta Life and Annuity	—	—	—	—	—	—	—	29	48	100
Security Benefit Life Insurance Company	—	—	—	26	29	39	61	72	74	94
Great West Life Assurance Company	66	111	162	164	150	110	112	82	70	88
Metropolitan Life Insurance Company	291	229	184	157	147	135	131	118	104	84
New England Life Insurance Company	—	-	—	65	72	79	85	84	83	81
Beneficial Standard Life Insurance Company	—	—	39	79	93	97	80	74	69	71
Equitable Life Assurance Society	34	28	28	43	44	46	37	47	52	61
Resources Life Insurance Company	—	—	—	—	—	—	—	—	1	52
Investors Diversified Service (IDS)	24	35	38	44	43	39	39	38	40	48
First Investors Annuity Co.—Bradford Trust	—	—	—	—	—	—	—	—	46	47
Fidelity Investments	—	—	—	—	—	—	—	25	42	46
Providence Life Insurance Company	—	—	—	—	—	22	25	34	45	40
Northern Life Insurance Company	—	—	—	—	—	—	—	—	18	38
Eureka Life Insurance Company	—	—	—	—	—	—	—	—	5	36
Integrated Resources Life Insurance Company	—	—	—	—	—	—	—	—	—	34
Connecticut Mutual Life Insurance Company	204	213	143	109	107	107	102	93	44	30
Prudential Life Insurance Company	53	57	60	52	47	43	27	21	21	26
Safeco Insurance Company	—	—	—	19	23	25	28	30	23	25
Principal Mutual Life Insurance Company	—	—	—	—	—	—	—	—	3	18
Pioneer Group	—	—	—	—	—	—	—	—	—	13
Massachusetts Mutual Life Insurance Company	85	50	28	17	17	18	20	16	15	12
Transamerica Life Insurance Company	—	43	53	45	42	54	46	24	15	11
American General Life Insurance Company	31	44	44	37	27	29	21	17	14	11
Amev. Investors	—	—	—	—	—	—	—	—	—	10
American United Life Insurance Company	49	40	33	25	16	12	11	10	10	9
Sun Life Assurance Company of Canada	—	—	—	—	1	4	11	11	9	9
Hartford Variable Annuity Life Insurance Co.	29	18	16	15	11	9	7	7	7	8
Nationwide Life Insurance Company	—	—	42	66	56	44	29	25	23	6
All other carriers (fewer than 10 each)	39	45	31	22	37	40	60	51	66	123
TOTAL ANNUITANTS (All ORP Programs)	*5,622*	*5,699*	*5,799*	*6,038*	*6,324*	*6,662*	*6,966*	*7,092*	*7,067*	*7,208*

1990 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1990 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Marriott Rivercenter Hotel in downtown San Antonio. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 15, 1990

9:00 a.m. - 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 - 4:00 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	—Informal Reception
7:30 - 9:30 p.m.	—**BANQUET AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 16, 1990

7:30 - 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	—Convention Registration
8:00 a.m. - 5:00 p.m.	—Exhibits Open
8:00 a.m. - 5:00 p.m.	—Polls Open (Election of Officers)
9:00 - 10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	—**SECOND GENERAL SESSION**
4:15 - 5:45 p.m.	—Retirement Seminar
4:15 - 5:45 p.m.	—Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 17, 1990

8:00 - 11:30 a.m.	—Convention Registration
8:00 - 11:30 a.m.	—Exhibits Open
9:00 - 10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	—Section Meetings for Remainings Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon - 3:00 p.m.	—Special Meetings (to be announced)

SECTION CHAIRPERSONS FOR 1990 CONVENTION

Forty-seven individuals will have primary responsibility for planning and arranging programs for their respective section meetings during next year's TJCTA convention in San Antonio. Selected by their colleagues during the 1989 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers, arranging field trips, or developing other programs for their sections.

The TJCTA Executive Committee will consider proposals for establishing additional sections in its meeting in December.

TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agendas and other pertinent materials will be sent to the section chairpersons in early November. Program planning must be complete, and program outlines are due Dec. 1.

Next year's chairpersons and their college addresses are listed below:

Accounting	James D. Sloan, Jr., Austin Community College, Austin, Texas 78768
Aeronautical Technology	Wayne E. (Ed) Eades, St. Philip's College, San Antonio, Texas 78203
Agriculture	Randall H. Williams, Vernon Regional Junior College, Vernon, Texas 76384
Air Conditioning and Refrigeration Technology	Woodrow Wilson, St. Philip's College, San Antonio, Texas 78203
Art	Denny T. Fraze, Amarillo College, Amarillo, Texas 79178
Automotive Services	Edward E. Hester, Jr., Cedar Valley College, Lancaster, Texas 75134
Biology	Vic O. Trevino, San Antonio College, San Antonio, Texas 78284
Business Administration	Lenora I. Kurtz, Del Mar College, Corpus Christi, Texas 78404
Chemistry	William T. Haley, Jr., San Antonio College, San Antonio, Texas 78284
Compensatory/Developmental Education	Frances L. McMurtray, San Antonio College, San Antonio, Texas 78284
Computer Information Processing	Jo Dane Autry, Collin County Community College, McKinney, Texas 75069
Cosmetology	Lydia R. (Becky) Stafford, San Jacinto College-Central Campus, Pasadena, Texas 77505
Counseling and Student Personnel Services	Morris J. Paschall, Brazosport College, Lake Jackson, Texas 77566
Criminal Justice	Larry D. Nichols, South Plains College, Levelland, Texas 79336
Developmental Reading	Janith V. Stephenson, College of the Mainland, Texas City, Texas 77591
Economics	Harold R. Huth, Blinn College, Brenham, Texas 77833
Electronics	Gus D. Rummel, American Educational Complex, Killeen, Texas 76540
Engineering Graphics and Drafting Technology	Michael D. Psencik, San Antonio College, San Antonio, Texas 78284
English-As-A-Second Language	Joseph Dunwoody, Jr., San Antonio College, San Antonio, Texas 78284
English	Chester F. Phillips, Jr., Trinity Valley Community College, Athens, Texas 75751
Foreign Language	Gilberto Hinojosa, Tarrant County Junior College-Northeast Campus, Hurst, Texas 76054
Geology and Geography	Arthur Troell, San Antonio College, San Antonio, Texas 78284
Government	John R. Forshee, Dallas County Community College District Service Center, Dallas, Texas 75150
Health Occupations	Carolyn A. Patino, San Antonio College, San Antonio, Texas 78284
Health, Physical Education, and Recreation	Tim F. Dopp, Odessa College, Odessa, Texas 79764
History	Marilyn D. Rhinehart, North Harris County College-South Campus, Houston, Texas 77073
Horticulture	William K. (Sam) Hurley, Trinity Valley Community College, Athens, Texas 75751
Journalism	Larry C. Thompson, Northeast Texas Community College, Mount Pleasant, Texas 75455
Learning Resources	Charles Hickox, Trinity Valley Community College, Athens, Texas 75751
Mathematics	Nina L. Verheyden, Kilgore College, Kilgore, Texas 75662
Music	Michael J. Crawford, Collin County Community College, McKinney, Texas 75069
Philosophy	Amy L. Newman, Palo Alto College, San Antonio, Texas 78224
Physics and Engineering	Joseph E. Kingcade, Jr., Blinn College, Brenham, Texas 77833
Psychology	James W. Cook, San Antonio College, San Antonio, Texas 78284
Real Estate	Paul Metzger, Houston Community College, Houston, Texas 77006
Registrars	Dale Hardgrove, San Jacinto College - Central Campus, Pasadena, Texas 77505
Secretarial Science	Elizabeth Ann Reader, Bee County College, Beeville, Texas 78102
Sociology and Anthropology	Robert M. Platt, Tarrant County Junior College-South Campus, Fort Worth, Texas 76119
Speech and Drama	Curtis Hirsh, Bee County College, Beeville, Texas 78102
Texas Administrators of Continuing Education for Community/Junior Colleges	Ruben N. Torres, San Antonio College, San Antonio, Texas 78284
Texas Association of Community College Chief Student Affairs Administrators	Miles A. Eckert, Odessa College, Odessa, Texas 79764
Texas Association of Junior and Community College Instructional Administrators	David Van Parker, Tarrant County Junior College-Northeast Campus, Hurst, Texas 76054
Texas Association of Post-Secondary Occupational Education Administrators	Dorothy E. McNutt, College of the Mainland, Texas City, Texas 77591
Texas Community College Child Development Educators Association	Norma L. Ziegler, San Antonio College, San Antonio, Texas 78284
Texas Junior College Management Educators Association	Vernell Walker, San Antonio College, San Antonio, Texas 78284
Vocational-Technical Education	Barbara Witte-Howell, St. Philip's College, San Antonio, Texas 78203
Welding	James E. Crunk, St. Philip's College, San Antonio, Texas 78203

Why Texas Community Colleges Need TASP

The Case for Mandatory Placement into Remediation

Gail M. Platt
South Plains College

On September 1, 1989, a new law (House Bill 2182, enacted in 1987 by the 70th Texas Legislature) went into effect. Better known as the Texas Academic Skills Program (TASP), this law requires that all public colleges and universities in Texas provide academic advisement for all students and manadatory placement into remediation for students who lack skills in reading, writing, and/or mathematics to perform successfully in college-level courses.

Gail Platt

Although some doubted that this law would ever go into effect—and many wished that it would not—TASP now *is*. And, as perhaps one of the most significant reforms in Texas higher education in this century, it deserves not only a chance to work, but also our efforts to *make* it work.

I speak as one who has not always been in favor of mandatory placement into remediation. I once argued that students should not have to take skill-building classes if they did not want them: that college students should be treated as adults, capable of making their own decisions and living with the consequences of good and bad choices. But over the last three years, I have had cause to change my mind. What follows is a brief discussion of a few of the reasons I have become a proponent of the Texas Academic Skills Program and its requirement for mandatory placement.

Mandatory Placement is Characteristic of Education.

Throughout school, students are required to take certain courses and to study certain subjects. As a college freshman and an English major, I can assure you that it was not my choice to enroll in Biology 141 nor was I overly enthusiastic about Math Analysis. But those were required courses.

Apparently, even English majors were to be exposed to certain essential knowledge; we were to receive a general education whether or not we wanted it.

As a complement to TASP, educators now are being asked to develop a new core curriculum for Texas colleges and universities. We are confronted with this idea of a general education, and we must ask ourselves, "What does it mean to be college-educated?" At the very least, it must mean that one can read, write, and use mathematical concepts to solve problems. It must mean that graduates from community colleges possess and can demonstrate the cognitive skills assessed by the TASP test.

Mandatory Placement is a Moral and Ethical Response to Students' Needs.

Too many students fell through the cracks before mandatory placement was required. Let me explain: A student would appear the fifth or sixth week of the semester and cry, "I don't understand what is happening to me. I'm making *F*s in everything, and I don't even know enough to ask questions to get help." I would check the placement tests and discover that the student, who was enrolled in college composition, had trouble writing a complete sentence; she could only add and subtract, but she was enrolled in college algebra; and she read at the seventh grade level, but she was signed up for government, history, and zoology.

When this happened (and it happened all too often in the past), I got her out of those classes and into the skill-building courses she needed; but I knew that my action was too late. She had already missed a third of the skill-building courses; and, therefore, she had missed the very foundation she so desperately needed. Furthermore, she had missed out on the group dynamics that operate in skill-building courses whereby students form a support group for one another. She was too late to be a part of the group; she would remain an outsider...and she would not be back the next semester. And I could not help but believe that maybe, if she had gotten into the right classes in the first place, she would have had a chance.

Mandatory Placement Works.

I have discussed assessment and mandatory placement with colleagues at institutions where local policies required remediation. They report that students have not been enraged at being told that they have to take certain "below-college-level" courses, nor have they walked away in a huff and refused to register. Already, after our own experience with TASP this fall, we have seen that students most often are relieved to find out that a college has a program designed to meet their needs whatever their entry-point.

Although faculty at institutions with long-standing mandatory placement requirements first were cautious in endorsing these policies, most of them now see the benefits of mandatory placement and enthusiastically support these policies. [See *Miami-Dade Community College*, 1985.]

Data from the New Jersey College Basic Skills Assessment Program show that students who complete remediation are less likely to drop out of college after one semester and more likely to complete college-level courses for credit. Those who complete remediation also earn higher grade point averages than students who are identified as needing remediation, but who fail to enroll in or to complete it. [Morante, Faskow, & Menditto, 1984]. Indeed, the effects of remediation are so positive that,

"She would remain an outsider… and she would not be back the next semester."

although the New Jersey program did not originally call for mandatory placement, the New Jersey State Board of Higher Education adopted a policy of mandatory placement five years after the program began. [Morante, personal communication, July 7, 1988].

Mandatory Placement is Good for Community Colleges.

Institutions never lose by increasing and maintaining high standards. That is really what TASP is all about; it is openly and publicly acknowledging that not every student who wants to pursue collegiate studies is prepared for that undertaking. Mandatory placement signifies that courses are rigorous—that they, indeed, encompass college-level skills.

Selective-admission institutions have experienced tremendous growth in the last few years. Freshmen students who want to attend these selective institutions do so because they believe that they will receive a high quality education there. For that reason, they are willing to take all kinds of tests, undergo all kinds of mental and emotional ordeals, and pay high tuition. Open-admissions institutions offer many of the same courses that these students will want and need to take. Mandatory placement enables open-admissions institutions to clarify that they, too, have high standards of quality.

In sum, mandatory placement allows open-admissions institutions to: (a) certify the academic integrity of their college-level curricula, and (b) continue to help the underprepared student traditionally served *only* by open-admissions schools.

It's Good for Students.

People want to be successful. Most students do not want a right to fail; instead, they want an opportunity to succeed.

When we care about what happens to students, we use all the resources available to us to give them the best advice and instruction we can. We share our special knowledge and educational experience with them. When we know that students who cannot add and subtract cannot pass College Algebra, we do them a grave injustice by allowing them to enroll in that course.

Does not "a right to fail" imply that a person has an alternative? If I can read and write well, and then I fail college composition because I chose not to complete my assignments, to take the final exam, or to attend class, then I have exercised my right to fail. But, if I *cannot* read or write, I will fail college composition—but not by choice.

Students do not lose when their academic deficiencies are detected and they are provided with appropriate remediation. However, for the most part, students participate in remediation only when such programs are mandatory. In a review of relevant studies, Friedlander (1982) found that only a small percentage of the college students who could benefit from remediation voluntarily took advantage of programs. He explained that students avoid those courses which require the skills in which they are weak and lack confidence, and that students seldom participate voluntarily in programs designed to correct deficiencies. Students also indicated that they did not feel that the particular skill in which they were weak (whether reading, writing, or mathematics) was really needed in order to succeed in their courses.

Ironically, this is another good reason for mandatory placement into remediation. In the past, too many students have been correct in saying that they did not need much skill in reading, writing, or math to pass their courses or to receive their degrees. [Committee on Testing, Texas Higher Education Coordinating Board, 1986]. Mandatory placement sends a clear message that reading, writing, and math are important skills, needed by all college students.

In conclusion, the Texas Academic Skills Program is both a contract and an insurance policy. It is a contract between students and colleges that students will be given opportunities to acquire the skills they need in reading, writing, and mathematics in order to pursue college-level studies. It is an insurance policy that our students *do* possess these skills when they have been granted a degree from a Texas community college.

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Gail M. Platt holds the BS and MA degrees from Texas Tech University and is a candidate to receive the Ph.D. in human development from Texas Tech next May. Her dissertation topic is the relationships among cognitive skills, metacognitive knowledge, and academic achievement among community college freshmen. A member of the Texas Academic Skills Council, she served as co-chair of the TASP Reading Committee. She is the Director of the Learning Center at South Plains College in Levelland and has been involved in academic support services for community college students for the last ten years.

A wise investment...

Here are some of the ways TJCTA has served its members...

- Expended more than $45,000 in attorney's fees to provide expert legal advice to 49 members from 33 campuses
- Provided formal testimony before committees of the Texas Legislature on 18 occasions
- Was the *only* professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed a *Legislative Update* apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 51 campuses
- Responded to requests for advice and information from members of governing boards at 9 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 21 community junior college campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the *largest* meeting of community junior college educators in the nation, which included...
    - More than 100 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
    - A symposium on the use of computers in instruction
    - A seminar on "Financial Planning for College Teachers"
    - A session on development and implementation of televised instruction
    - A seminar for retired and "soon-to-be-retired" educators
    - A placement center offering information about professional staff openings
    - Almost 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Membership Enrollment Form

☐ Dr.
☐ Mr.
☐ Mrs. ____
☐ Miss *First Name* *Middle Name or Initial* *Last Name*
☐ Ms.

College ____
(If more than one campus, indicate your campus.)

PRIMARY RESPONSIBILITY:

☐ Instructional
(Subject taught: ______________________________)
☐ Student Services
(Position: ______________________________)
☐ Learning Resources/Library/Media
(Position: ______________________________)
☐ Administrative
(Position: ______________________________)
☐ Other (Specify: ______________________________)

Preferred Mailing Address for TJCTA publications (if other than to college): ____
Street Address or Post Office Box *City* *State* *ZIP Code*

☐ **CHECK HERE IF YOU DESIRE COVERAGE UNDER THE OPTIONAL LIABILITY INSURANCE PROGRAM, AND ADD $25 TO THE AMOUNT OF YOUR CHECK.**

CHECK ONE:
☐ PROFESSIONAL MEMBERSHIP (Full-time educator at a Texas community or junior college)—Dues $25
☐ ASSOCIATE MEMBERSHIP (Classified employee or retired or part-time educator at a Texas community or junior college)—Dues $15
☐ STUDENT MEMBERSHIP (Enrolled for graduate credit in *community or junior college education*)—Dues $10
☐ UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15

NOTE: Annual dues include $5 for subscription to the *TJCTA Messenger*.

Membership Period: September 1, 1989-August 31, 1990.

MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to:

TJCTA
7748 Highway 290 West, Suite 310
Austin, Texas 78736

TJCTA

MESSENGER

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
7748 Highway 290 West, Suite 310
Austin, Texas 78736-3218

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VOLUME XXI DECEMBER 1989 NUMBER 2

POLITICAL ACTION COMMITTEE FORMED

A new statewide political action committee has been formed to promote the interests of the state's public community junior colleges. Formation of the Junior and Community College Political Action Committee (JACC-PAC) follows years of discussions by junior college presidents, trustees, and faculty leaders concerning the advisability of organizing a PAC.

The JACC-PAC steering committee is composed of 19 members: six faculty members, six presidents, six trustees, and Austin attorney Don Adams. The six faculty members on the steering committee are Barbara Blair, history instructor at Southwest Texas Junior College; Cathryn Cates, biology instructor at Tyler Junior College; David Clinkscale, government instructor at Tarrant County Junior College–South Campus; Brian Dille, government instructor at Odessa College; Emmeline Dodd, biology instructor at College of the Mainland; and Scott Nelson, political science instructor at North Harris County College–East Campus.

Junior college presidents serving on the PAC steering committee are Jimmy Goodson, Victoria College; Luther Bud Joyner, Cooke County College; Dennis F. Michaelis, McLennan Community College; George T. Miller, Amarillo College; Carl Nelson, Texarkana College; and Larry Stanley, College of the Mainland. Trustees appointed to the steering committee are Roland Bassett, Galveston College; Margaret Reynolds, Collin County Community College; Bill Schaffer, Temple Junior College; Jeanene Smith, El Paso Community College; and H. Wayne Smith, Northeast Texas Community College. An additional trustee is to be named later.

According to its bylaws, the PAC is organized for the purposes of "receiving and accepting contributions from the friends and employees of the Texas public junior community colleges" and supporting the "nomination and election of candidates to Texas state offices who seek...to further the mission, goals, and objectives of community colleges."

While all six faculty members of the PAC steering committee are active TJCTA members, there is no official relationship between TJCTA and the political action committee.

FACULTY SALARIES INCREASE SLIGHTLY

Faculty salaries at Texas public community junior colleges increased about 5 percent statewide in 1989-90 over the preceding academic year. While several colleges increased their salary schedules by more than 5 percent, a few provided lower increases and two made no increases at all. These were the findings of the annual study of faculty salaries conducted by the Texas Junior College Teachers Association.

The largest salary increase came at Angelina College, where the salary schedule was raised by about 10 percent. Raises of between 7 and 8 percent were granted at the Alamo Community College District, Clarendon College, and Houston Community College. Over the past five years, Hill College and Angelina College have increased faculty salaries by more than 20 percent.

TJCTA officials stressed that changes in salaries are based on changes in salary *schedules*, and do not reflect additional increases as faculty members advance in placement or professorial rank.

This is the thirteenth consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state's public two-year colleges. All 49 community junior college districts participated in this year's study. South Plains College and Victoria College reported that they have no adopted faculty salary schedule. Several other districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

The TJCTA salary survey is based on responses to questionnaires submitted directly by officials at all of the public community college districts. Responses are accompanied by copies of the institutions' adopted faculty salary schedules or salary policies. Questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors with varying levels of academic credentials in their first, sixth, eleventh, sixteenth, and tweny-first consecutive years of employment.

"The TJCTA study is generally recognized as the most reliable compilation of salary data available," said TJCTA state president Emmeline Dodd. She pointed out that the TJCTA survey is based on institutional salary schedules, allowing for greater objectivity. "Ours is the only study that permits valid comparisons among the several college districts. We believe it's important to collect and report data accurately. When comparisons are made using the TJCTA study, it can be assumed that one is comparing 'apples with apples,'" Ms. Dodd said.

The TJCTA study is much more accurate for comparison purposes than those which report "average budgeted salaries." In those surveys—like the one published annually by the Texas Higher Education Coordinating Board—the older colleges have a distinct advantage over the districts formed within relatively recent years, since large numbers of veteran faculty members are placed at the higher end of the salary schedule, thus "loading" the study in favor of the long-established schools.

The tabular report of this year's TJCTA salary study appears on pages 6-7 of this issue of the* Messenger. *A table comparing salaries for the past five years appears on page 8.

FACULTY PURCHASING POWER GAINS SLIGHTLY ON INFLATION

The table below shows the changes in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 4.8 percent for 1989 over 1988.

State Average Salaries—Master's Degree			Percent Increase	Change in Purchasing Power
	1988-89	1989-90		
First Year	$22,658	$23,809	5.08%	+ 0.28%
Sixth Year	24,979	26,225	4.99%	+ 0.19%
Eleventh Year	27,147	28,451	4.80%	—

PRESIDENT'S MESSAGE

I hope you had an enjoyable break between semesters, and I'm sure you're excited about getting ready for the opening of the spring term.

We know that the decade of the '90s is going to be filled with new and interesting challenges. Every element of education, from pre-kindergarten through post-graduate study, will be called upon to demonstrate its value and effectiveness. We can let ourselves be overwhelmed by the severity of the problems and the complexity of the issues confronting us as educators—or we can rise to the occasion and greet the challenges of the new decade as exciting opportunities for personal and professional growth.

Our association will continue to provide positive and constructive leadership as we strive together to understand the issues, solve the problems, and seize the opportunities of the '90s.

I'm delighted to report that TJCTA has never been stronger! Last summer in the leadership retreat and at the workshop for campus representatives, I urged us to set a goal for an all-time record membership. As this issue of the *Messenger* goes to press, our membership is *already* the highest it has been in five years. There is every reason to expect that when this year's convention is over, we will have set a new record membership! Thirty-eight campuses have already enlisted more members than last year, and 17 campuses have equaled or exceeded their previous highest membership totals. I express my personal thanks to all of the campus representatives who have worked hard and enthusiastically to attain this goal. But mainly, I express appreciation to individual members who have recognized the importance of belonging to a professional organization and working in a united way to promote our interests and protect our welfare.

Next month's TJCTA convention in San Antonio promises to be another record-setting event. By the time you read this, more than 900 hotel rooms will have been reserved. *(Rooms are still available, however.)* More than 100 exhibit spaces have been rented. Excellent programs have been planned for section meetings, seminars, and general sessions. Requests for four new section meetings were approved last month by the Executive Committee. Meetings will be planned for associate degree nursing, court reporting, fashion merchandising, and radio and television production. The four groups will meet this year on a "trial basis," to determine whether or not there is sufficient interest to justify meetings in future years.

Be looking for your convention issue of the *Messenger* for detailed program information. (But don't wait too long to make travel plans and reserve hotel accommodations!)

I'm looking forward to the convention, and I hope to see you there.

Emmeline Dodd

CONVENTION GENERAL SESSION SPEAKERS

"Doc" Blakely

Sarah Weddington

Speakers at the two general sessions of next month's TJCTA convention will be James "Doc" Blakely, a full-time professional speaker, and Austin attorney Sarah Weddington. Dr. Blakely will speak at the first general session, Thursday, Feb. 15, at 7:30 p.m., and Dr. Weddington will address the general session at 2:00 p.m., Friday, Feb. 16.

Dr. Blakely is a nationally-prominent humorist, author, and syndicated columnist, highly popular as a convention banquet speaker.

Dr. Weddington served three terms in the Texas House of Representatives (1973-1977), then was named general counsel for the U. S. Dept. of Agriculture during the administration of President Jimmy Carter. From 1978 to 1981, she served as Assistant to the President, with offices in the White House, where she directed work on women's issues and organized information sessions for top state leaders. From 1983 to 1985, she was the top lobbyist in Washington, D. C. for the state of Texas as director of the Office of State-Federal Relations.

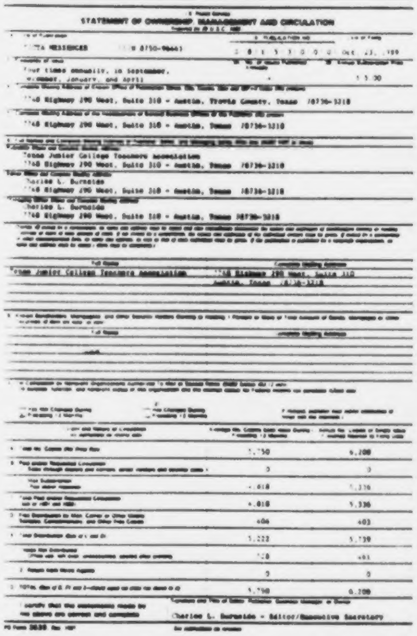
RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1990 convention in San Antonio.

Suggestions should be received by Feb. 1, 1990, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 15, 1990, priority consideration will be given to proposals submitted in advance of the meetings.

Proposed resolutions should be sent to:

Henry Castillo, Chairperson
TJCTA Resolutions Committee
Temple Junior College
2600 South First Street
Temple, Texas 76504



STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

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EMMELINE DODD
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

TJCTA OFFICER CANDIDATES ANNOUNCED FOR 1990-91

FOR PRESIDENT-ELECT

Gaynell S. Gainer
St. Philip's College

Steve Dutton
Amarillo College

FOR VICE PRESIDENT

Marilyn Lancaster
Western Texas College

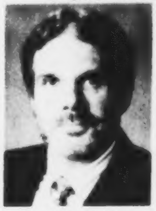
Evelyn Frank Burns
Houston Community College

FOR SECRETARY

Brian K. Dille
Odessa College

David M. Castles
Kilgore College

FOR TREASURER


Scott A. Nelson
North Harris County College–East Campus

Enrique Chamberlain
North Lake College

Lawrence Bell, Tarrant County Junior College–Northeast Campus, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1990-91. The committee met in Dallas on Nov. 11, and selected the slate of candidates. Nominees are listed in order determined by lot.

Candidates for president-elect are Gaynell S. Gainer and Steve Dutton. Mrs. Gainer has been on the faculty of St. Philip's College since 1970, and is presently program director and professor of radiography. Mr. Dutton is chairperson of the biological sciences department at Amarillo College. He has been a member of the AC faculty since 1973.

Nominees for vice president are Marilyn Lancaster and Evelyn Frank Burns. Since 1980, Mrs. Lancaster has taught developmental English at Western Texas College. Mrs. Burns has served since 1972 as instructor and chair of the radiography department at Houston Community College.

Candidates for secretary are Brian K. Dille and David M. Castles. Mr. Dille has been a member of the political science faculty at Odessa College since 1978. Mr. Castles, instructor of government at Kilgore College since 1970, has chaired the social sciences department since 1975.

Nominees for the office of treasurer are Scott A. Nelson and Enrique K. Chamberlain. Dr. Nelson has been on the political science faculty at the East Campus of the North Harris County College District since 1984. From 1977 to 1984, he taught government at Kilgore College. Dr. Chamberlain has been with the library services staff of the Dallas County Community College District since 1967. Since 1977, he has been director of library services at North Lake College.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the *Messenger*.

The election will be conducted during the annual convention, Feb. 16. Officers' terms will begin April 1, 1990, and end March 31, 1991. Absentee voting will begin in late January, under arrangements outlined below.

In addition to Mr. Bell, members of the TJCTA Nominating Committee this year are Jean Page, El Centro College, vice chairperson; Doris M. Huibregtse, Howard College, secretary; Doris D. Burbank, Alvin Community College; Jayne E. Duryea, Bee County College; Frank L. Graves, Jr., Wharton County Junior College; and Mary R. Parker, Austin Community College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1990-91 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1990-91.

Member's Signature ______________________________

PRINT Name ______________________________

College ______________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 7, 1990.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 13, 1990. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

Election Season Approaches: Major State Candidates Comment on Two Key Issues

Scott A. Nelson
North Harris County College–East Campus
Chairperson, TJCTA Legislative Committee

Count on it! Important political changes are coming to Austin. More than at any other time in recent memory, statewide incumbents are stepping down or competing for different offices in a game akin to musical chairs. And that means new realities for the community junior colleges of Texas.

The most crucial races for educators include those for the Texas Legislature, Governor, and Lieutenant Governor.

The *Legislature* controls the purse strings of higher education in Texas, where junior colleges find themselves in competition with other worthy programs—from public education to mental health care to prisons. Incumbents tend to be re-elected, but there is also an astounding amount of "voluntary" turnover, where experienced members exit for other careers. There will be many new faces.

The impact of the *Governor* on junior colleges was recently dramatized by the veto by Gov. William P. Clements, Jr., of state appropriations for junior college employees health insurance premiums following the 1987 legislative session. While TJCTA worked successfully to achieve a very favorable "restoration" of the vetoed funds during this year's session of the Legislature, the veto served notice that *it matters* who gets elected. Gov. Clements is retiring. The new candidates deserve careful scrutiny.

Lieutenant Governor Bill Hobby is also stepping down, after many years of potent leadership as the presiding officer of the Texas Senate. According to most observers, this post allows more *direct* control over actual lawmaking than the office of Governor. At the very least, the Lieutenant Governor is invariably a major participant in the final negotiations over general appropriations.

As a tax-exempt organization, TJCTA does not make political endorsements. Nevertheless, we thought it appropriate in this crucial election season to help members evaluate the candidates as the primaries approach. We asked each of the announced candidates for Governor and Lieutenant Governor—in both Democratic and Republican primaries—to respond to two questions that are of critical importance to the state's two-year colleges.

Among Democrats, Jim Mattox and Ann Richards, candidates for Governor, and Bob Bullock, candidate for Lieutenant Governor, responded. Only former Gov. Mark White failed to respond.

Republican gubernatorial candidates Kent Hance, Tom Luce, and Clayton Williams, and Rob Mosbacher, candidate for Lieutenant Governor, responded to the TJCTA survey. Jack Rains, candidate for Governor, did not respond.

The two questions posed by the TJCTA survey and the candidates' responses follow:

QUESTION: ***The state's share in the "funding mix" (of*** **state** ***versus*** **local** ***funds) for junior colleges has been dropping in recent sessions of the Legislature. Thus,*** **ad valorem** ***property taxes have been forced to make up the difference, as state appropriations pay proportionately less of the bill. What do you think of this trend? What do you regard as an appropriate mix between*** **state** ***and*** **local** ***funding for junior colleges in Texas?***

MR. MATTOX: "The state's share of the funding mix for junior colleges definitely should not be dropping. A fair formula should be established and maintained. When junior colleges are funded primarily by property taxes, it can allow for superior schools in property-rich areas and underfunded schools in property-poor areas of the state. Students, wherever they live in the state, should have an opportunity for a quality education. However, it is important that local areas provide a significant amount of support for their local schools."

MS. RICHARDS: "I do not support a continuing decline in the state's portion of funding for junior colleges in Texas. We have placed an unreasonable burden on local property owners by requiring them to pay higher property taxes to underwrite the costs of public schools and junior colleges, and this trend must stop. I cannot state precisely the appropriate mix between state and local funding for junior colleges. However, I feel strongly that the state must recognize the important role of junior colleges and should pay a greater portion of the cost and/or expand the tax base of junior college districts to include greater geographic areas. As Governor, I will work closely with legislators, local officials, and junior college representatives to insure that junior colleges are treated as essential components of our overall education plan and that property owners are not required to assume an unreasonable responsibility for the funding of education."

MR. HANCE: "As a former college professor and president of the Texas Tech Chapter of the Texas Association of College Teachers (TACT), I have first-hand knowledge of the challenges facing higher education in Texas. What's more, I have long respected the important role community junior colleges play in our state's higher education network. Without a doubt, junior colleges in Texas have faced their share of challenges, both academic and fiscal in nature. During the 1980s, the local share of junior college funding has increased significantly. During the 1982 fiscal year, the local contributions (property taxes) financed 24.8 percent of the total cost of junior colleges. By 1988, that figure had increased to 44.9 percent. But the increase to local governments of junior college operations has not necessarily been caused by a decrease in state funding. In fact, during the 1982 fiscal year, the state provided $335 million in general revenue funding to junior colleges. For the 1990 fiscal year, the Texas Legislature appropriated $512 million for junior colleges, a $177 million—or 53 percent—increase over 1982 funding levels. Clearly, it is time for extensive legislative debate on the funding of junior colleges to determine an appropriate mix of state and local contributions to this vital segment of higher education. The Texas Higher Education Coordinating Board's recent report, *Examination of Texas Higher Education Formula Funding Process—1989*, is an excellent springboard for such legislative discussions."

MR. LUCE: "I believe most local communities have reached the 'choking point' on *ad valorem* taxes. Therefore, we must examine carefully how every education dollar is spent to avoid tax increases to local communities. Realistically, if spending on education is to increase the state share must rise."

MR. WILLIAMS: "There seems to be a disturbing trend regarding education in Texas. Our state government continues to give less to education and expect more from it. Let me make my position on this trend very clear: As Governor, I will veto any mandates from Austin that do not carry with them sufficient state funds for implementation, and I will veto any state mandates that make it necessary to raise taxes at the local level."

MR. BULLOCK: "Many property taxpayers in Texas already carry too heavy a burden in supporting local public schools. Increases in the

CANDIDATES FOR GOVERNOR

Jim Mattox

Ann Richards

Kent Hance

Tom Luce

Clayton Williams

CANDIDATES FOR LIEUTENANT GOVERNOR

Bob Bullock

Rob Mosbacher

local property tax obligation to bridge the gap between need and state funding of junior colleges staggers some communities. And, as with the public schools, the communities who need the two-year college programs the most have the least local resources to support the growing costs. The cost of junior colleges is shifting toward more local support, just to keep up with the growing enrollments. Like it or not, the state is going to have to pick up a little more of the burden—at least in those communities where the tax base is low and need is higher. I'm not saying raise more taxes statewide to ease the local burden of community college costs. I do think the Legislature needs to consider that the current mix of funds—about 46 percent local to 54 percent state—doesn't take into account local costs for debt service or construction. There's no ideal mix for state-local support; that could vary from community to community. But the Legislature needs to look at the role of junior colleges: They offer an educational opportunity for many Texans who can't go directly from public school to college full-time. Because they are accessible, affordable, and flexible, they contribute in a very unique way to the educational opportunities available to students who might not otherwise go past public school. That makes them a valuable Texas commodity. And we need to fund them accordingly."

MR. MOSBACHER: "I am not sure that there is an absolute optimal funding mix between state and local funding for junior colleges. I will say that I don't want to see public education mandates, at either the higher education level or the lower levels, coming out of Austin without regard to their impact on services. Community junior colleges already play a crucial role in meeting the needs of our state's young population. If Texas is to capitalize on the size and youth of our work force, we must have quality programs at all levels of the higher educational system and that means resources from the state to make sure that the job gets done."

QUESTION: ***What are your views on the "downward expansion" of upper-level universities (which offer junior, senior, and graduate level courses only) to include freshman and sophomore level courses in their curricula? What should be the role of the Texas Higher Education Coordinating Board when local leaders want a "full" university in their area?***

MR. MATTOX: "Upper-level universities should offer only upper-level courses. If it is determined by the Texas Higher Education Coordinating Board that an area of the state needs a four-year university, then it is the responsibility of the Texas Legislature to designate and fund such a school. However, it is not wise for the state to create additional four-year colleges until those currently in existence are adequately funded."

MS. RICHARDS: "The Texas Higher Education Coordinating Board should make the final decision about expansion of upper-level universities to include freshman and sophomore courses. Given the state's limited funding resources for education, we cannot afford to duplicate educational services. Careful planning and coordination throughout our education system is critical, and the Coordinating Board is the appropriate body to assess the needs in a given area and to determine when and where expansion is called for. Junior colleges provide opportunities that are not available through four-year universities and serve many students who would not attend a four-year university. We must be careful not to weaken the role of a junior college through unnecessary competition with four-year universities."

MR. HANCE: "The issue of 'downward expansion' is now the subject of considerable review by the Coordinating Board, the Texas Research League, and other respected entities. Their recommendations must be considered before a firm policy in this regard can be formulated."

MR. LUCE: "Generally, I think the existing state educational system is sufficient to meet Texas' needs at the present time. Thus, I would be very hesitant to expand the existing system. The Texas Higher Education Coordinating Board must play a key role in any future structural changes."

MR. WILLIAMS: "The downward expansion of upper-level universities can be a very appropriate way to extend opportunities of higher education to certain communities. However, the advantages of expansion must be weighed against the potential damage that expansion can cause to the local community colleges already in place. Before expansion takes place, leaders of the surrounding communities must agree on what is best for the entire area. As Governor, I will support solutions that are acceptable to all communities and are supported by the Higher Education Coordinating Board."

MR. BULLOCK: "The Texas Higher Education Coordinating Board needs to recognize that junior colleges play a unique role in higher education in this state. Very often, because of family or financial circumstances, many students *choose* a junior college over a four-year institution as the best way to continue their education after public schooling. I know from personal experience—I might have never gone to college if I hadn't had a junior college in my small hometown. The average age of the junior college student is 27—that says people are going back to school or they're picking up an education between raising a family and holding down a job. They can do that because junior colleges are accessible: they meet these special needs. Before the Coordinating Board allows any further downward expansion—which saps strength and students from local junior colleges—they need to examine that trend as part of their ongoing staff study on upper-level institutions. We need to improve the quality and ease the burden of the cost of higher education institutions we already support before we expand. You don't build onto a house if you're already having a hard time keeping the place in repair and meeting the current mortgage. And the Coordinating Board needs to re-evaluate the funding mix for all junior colleges to see if the state's paying its fair share on the mortgage."

MR. MOSBACHER: "We must keep our community colleges strong so they can fulfill their increasingly important role in educating the citizens of Texas. At the same time, we must make all our institutions of higher education as efficient as possible. Before changing the status of any college or university, I would want to (1) be certain we can afford to protect our current investments in higher education and (2) have strong evidence of community support, including financial support, for any change in status."

The first thing to remember is to *register* to vote, if you have not already done so. This must be done 30 days prior to the election, which means the deadline is Feb. 10 for the March 13 primaries. Under Texas law, voters *choose* whether they want to vote in the Democratic or Republican primaries. The winners face each other in the General Election in November.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

SURVEY OF FACULTY SALARIES — TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES — 1989-90

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

BASE SALARY — NINE-MONTH CONTRACT

COLLEGE DISTRICT	BEGINNING SALARY (First Year of Service — No "Step" Increases)							
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 34)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 41)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 48)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 48)
Alamo Community College District	$ 23,227	9	$ 23,227	12	$ 24,975	15	$ 28,971	14
Alvin Community College	22,902	11	20,578	33	22,902	35	26,893	35
Amarillo College	—		21,320	24	23,120	31	27,850	24
American Educational Complex	21,000	24	24,600	2	26,300	5	32,700	1
Angelina College	—		—		25,344	13	29,292	13
Austin Community College	23,015	10	23,015	14	23,015	33	24,590	44
Bee County College	17,125	34	19,305	38	23,352	27	28,364	18
Blinn College	—		19,000	39	25,500	11	29,500	11
Brazosport College	20,250	28	—		20,250	46	20,250	48
Cisco Junior College	—		21,202	26	21,841	42	25,036	40
Clarendon College	—		22,400	18	26,400	4	28,400	17
College of the Mainland	—		—		23,136	30	27,086	32
Collin County Comm. College District	—		23,500	10	23,500	25	26,320	38
Cooke County College	19,700	31	19,700	37	21,200	45	23,200	46
Dallas County Comm. College District	—		—		26,250	6	32,550	2
Del Mar College	24,255	6	24,255	7	25,945	8	30,390	7
El Paso Community College	22,606	12	23,197	13	24,622	18	28,359	19
Frank Phillips College	20,100	29	21,100	27	22,600	37	24,600	43
Galveston College	21,000	24	21,000	29	23,000	34	28,000	22
Grayson County College	23,723	7	23,723	8	24,232	20	27,820	25
Hill College	22,120	16	22,120	20	23,254	29	27,792	26
Houston Community College System	21,024	23	21,024	28	22,356	39	24,651	42
Howard College	21,330	20	21,330	23	23,034	32	27,578	30
Kilgore College	22,532	14	23,568	9	24,719	17	28,167	20
Laredo Junior College	20,800	26	20,850	30	22,750	36	26,350	37
Lee College	25,505	1	25,505	1	26,858	2	30,989	4
McLennan Community College	22,300	15	22,300	19	25,255	14	30,623	6
Midland College	—		—		26,615	3	29,885	9
Navarro College	—		19,000	39	24,000	22	27,000	34
North Harris County College District	—		—		25,671	10	29,471	12
Northeast Texas Community College	24,277	5	24,277	6	25,682	9	29,620	10
Odessa College	24,500	3	24,500	4	24,500	19	28,000	22
Panola College	22,600	13	22,600	16	23,300	28	28,500	16
Paris Junior College	—		19,729	36	21,308	43	23,328	45
Ranger Junior College	17,820	33	15,040	41	18,570	48	21,240	47
San Jacinto Junior College District	24,522	2	24,522	3	24,747	16	27,747	28
South Plains College	24,400	4	24,400	5	26,200	7	28,790	15
Southwest Texas Junior College	23,500	8	23,500	10	25,450	12	28,100	21
Tarrant County Junior College District	—		—		28,000	1	30,000	8
Temple Junior College	21,687	18	21,687	22	23,499	26	32,524	3
Texarkana College	21,340	19	22,771	15	23,995	23	27,673	29
Texas Southmost College	20,727	27	20,727	32	23,839	24	30,897	5
Trinity Valley Community College	21,836	17	21,836	21	22,366	38	27,136	31
Tyler Junior College	20,000	30	20,000	35	20,000	47	24,800	41
Vernon Regional Junior College	19,680	32	20,523	34	21,929	41	25,752	39
The Victoria College	No salary schedule in effect at present time							
Weatherford College	21,300	21	22,574	17	24,194	21	26,741	36
Western Texas College	—		20,794	31	21,991	40	27,021	33
Wharton County Junior College	21,250	22	21,250	25	21,250	44	27,750	27
AVERAGE SALARY	*$ 21,881*		*$ 21,891*		*$ 23,809*		*$ 27,673*	
MEDIAN SALARY	*$ 21,762*		*$ 21,836*		*$ 23,670*		*$ 27,835*	

COLLEGE DISTRICT	AFTER FIVE CONSECUTIVE YEARS (Sixth Year of Service)							
	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 28)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 32)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	(Rank 1 to 37)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 37)
Alamo Community College District	$ 25,254*	7	$ 25,254*	9	$ 27,155*	12	$ 31,500*	13
Alvin Community College	26,550	4	23,856	17	26,550	16	31,177	16
Amarillo College	—		23,945*	16	25,745*	23	30,475*	21
American Educational Complex	22,000	25	25,600	8	27,300	10	33,700	4
Angelina College	—		—		27,924	8	31,872	11
Austin Community College	23,015	21	23,613	20	23,613	35	26,800	34
Bee County College	19,249	28	21,429	30	25,488	26	30,499	20
Blinn College	—		20,250	31	26,750	14	30,750	17
Brazosport College	No fixed schedule; no automatic increases							
Cisco Junior College	No fixed schedule; no automatic increases							
Clarendon College	—		23,400	24	27,400	9	29,400	28
College of the Mainland	—		—		25,544	24	29,905	25
Collin County Comm. College District	—		—		—		—	
Cooke County College	No fixed schedule; no automatic increases							
Dallas County Comm. College District	—		—		31,673	1	37,831	1
Del Mar College	26,755*	2	26,755*	2	28,445*	5	32,890*	6
El Paso Community College	25,021	9	25,675	7	27,251	11	31,387	15
Frank Phillips College	22,100	24	23,100	26	24,600	31	26,600	35
Galveston College	23,625	16	23,625	19	25,875	21	32,200	10
Grayson County College	25,824	6	25,824	6	26,324	17	30,266	23
Hill College	24,956	10	24,956	11	26,090	19	30,627	19
Houston Community College System	24,129	14	24,129	15	25,776	22	29,016	30
Howard College	23,539	17	23,539	21	25,243	27	29,787	26
Kilgore College	24,822	12	25,858	5	27,009	13	30,457	22
Laredo Junior College	No fixed schedule; no automatic increases							
Lee College	28,488	1	28,488	1	29,573	2	33,704	3
McLennan Community College	25,240	8	25,240	10	28,195	7	33,563	5
Midland College	—		—		28,865	4	32,885	7
Navarro College	No fixed schedule; no automatic increases							
North Harris County College District	—		—		29,046	3	32,846	8
Northeast Texas Community College	—		—		—		—	
Odessa College	26,668	3	26,668	3	26,668	15	31,595	12
Panola College	24,850	11	24,850	12	25,550	25	30,750	17
Paris Junior College	—		22,108	28	23,697	34	25,800	36
Ranger Junior College	20,330	27	17,100	32	21,220	37	24,260	37
San Jacinto Junior College District	25,872	5	25,872	4	26,097	18	29,097	29
South Plains College	No salary schedule in effect at present time							
Southwest Texas Junior College	24,625	13	24,625	14	28,400	6	31,400	14
Tarrant County Junior College District	No fixed schedule; no automatic increases							
Temple Junior College	23,187	20	23,187	25	24,999	29	34,024	2
Texarkana College	23,384	19	24,809	16	26,036	20	29,712	27
Texas Southmost College	21,766	26	21,766	29	24,776	30	32,456	9
Trinity Valley Community College	23,426	18	23,426	23	23,956	32	28,726	31
Tyler Junior College	22,628	22	22,628	27	22,628	36	28,059	32
Vernon Regional Junior College	No fixed schedule; no automatic increases							
The Victoria College	No salary schedule in effect at present time							
Weatherford College	22,226	23	23,500	22	25,120	28	27,668	33
Western Texas College	Salary increases are not automatic							
Wharton County Junior College	23,750†	15	23,750†	18	23,750†	33	30,250†	24
AVERAGE SALARY	*$ 23,901*		*$ 23,897*		*$ 26,225*		*$ 30,570*	
MEDIAN SALARY	*$ 23,940*		*$ 23,901*		*$ 26,090*		*$ 30,627*	

COLLEGE DISTRICT	AFTER TEN CONSECUTIVE YEARS (Eleventh Year of Service)							
	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 27)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 31)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 36)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 36)
Alamo Community College District	$ 27,282*	7	$ 27,282*	8	$ 29,335*	11	$ 34,029*	14
Alvin Community College	30,778	2	27,656	7	30,778	6	36,142	5
Amarillo College	—		25,836*	16	28,108*	21	33,100*	18
American Educational Complex	23,000	24	26,600	14	28,300	18	34,700	11
Angelina College	—		—		30,504	7	34,452	13
Austin Community College	24,809	19	26,603	13	26,603	29	32,208	25
Bee County College	21,335	27	23,515	27	27,635	24	32,649	24
Blinn College	—		21,500	30	28,000	22	32,000	26
Brazosport College	No fixed schedule; no automatic increases							
Cisco Junior College	No fixed schedule; no automatic increases							
Clarendon College	—		24,400	26	28,400	17	30,400	31
College of the Mainland	—		—		28,202	20	33,018	19
Collin County Comm. College District	—		—		—		—	
Cooke County College	No fixed schedule; no automatic increases							
Dallas County Comm. College District	—		—		34,079	1	41,973	1
Del Mar College	28,755*	4	28,755*	3	30,445*	8	34,890*	9
El Paso Community College	27,693	6	28,416	4	30,159	9	34,741	10
Frank Phillips College	24,100	21	25,100	22	26,600	30	28,600	35
Galveston College	No fixed schedule; no automatic increases							
Grayson County College	27,969	5	27,969	6	28,469	16	32,976	21
Hill College	24,956	18	24,956	24	28,926	14	33,463	16
Houston Community College System	27,234	8	27,234	9	29,196	13	33,381	17
Howard College	25,748	14	25,748	19	27,452	25	31,995	27
Kilgore College	27,112	10	28,148	5	29,299	12	32,747	23
Laredo Junior College	No fixed schedule; no automatic increases							
Lee College	31,203	1	31,203	1	32,419	3	36,550	2
McLennan Community College	25,828	13	25,828	17	28,783	15	36,503	3
Midland College	—		—		31,115	5	35,885	6
Navarro College	No fixed schedule; no automatic increases							
North Harris County College District	—		—		32,421	2	36,221	4
Northeast Texas Community College	—		—		—		—	
Odessa College	29,345	3	29,345	2	29,345	10	35,879	7
Panola College	27,100	11	27,100	11	27,800	23	33,000	20
Paris Junior College	—		25,133	21	26,712	28	28,808	34
Ranger Junior College	22,650	26	19,030	31	23,800	36	27,210	36
San Jacinto Junior College District	27,222	9	27,222	10	27,447	26	30,447	30
South Plains College	No salary schedule in effect at present time							
Southwest Texas Junior College	24,625	20	24,625	25	31,350	4	34,700	11
Tarrant County Junior College District	No fixed schedule; no automatic increases							
Temple Junior College	23,187	23	23,187	28	24,999	34	35,524	8
Texarkana College	25,627	15	27,057	12	28,285	19	31,959	28
Texas Southmost College	22,718	25	22,718	29	24,776	35	34,012	15
Trinity Valley Community College	25,016	17	25,016	23	25,546	33	30,316	32
Tyler Junior College	25,601	16	25,601	20	25,601	32	31,745	29
Vernon Regional Junior College	No fixed schedule; no automatic increases							
The Victoria College	No salary schedule in effect at present time							
Weatherford College	23,616	22	25,815	18	27,435	27	29,983	33
Western Texas College	Salary increases are not automatic							
Wharton County Junior College	26,250†	12	26,250†	15	26,250†	31	32,750†	22
AVERAGE SALARY	*$ 25,770*		*$ 25,805*		*$ 28,451*		*$ 33,256*	
MEDIAN SALARY	*$ 25,748*		*$ 25,836*		*$ 28,293*		*$ 33,059*	

COLLEGE DISTRICT	AFTER FIFTEEN CONSECUTIVE YEARS (Sixteenth Year of Service)							
	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 27)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Degree)	Rank (1 to 31)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	Rank (1 to 36)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 36)
Alamo Community College District	$ 29,309*	10	$ 29,309*	11	$ 33,406*	12	$ 36,557*	14
Alvin Community College	33,315	2	29,935	8	35,149	5	39,121	6
Amarillo College	—		26,204*	19	31,170*	25	35,725*	18
American Educational Complex	24,600	23	27,600	15	30,100	30	35,700	19
Angelina College	—		—		33,252	13	37,032	11
Austin Community College	27,799	13	30,217	7	31,205	21	35,198	24
Bee County College	23,422	25	25,601	22	31,460	18	34,798	26
Blinn College	—		22,750	29	31,250	19	33,250	28
Brazosport College	No fixed schedule; no automatic increases							
Cisco Junior College	No fixed schedule; no automatic increases							
Clarendon College	—		24,400	27	30,400	29	31,400	33
College of the Mainland	—		—		33,088	14	36,454	15
Collin County Comm. College District	—		—		—		—	
Cooke County College	No fixed schedule; no automatic increases							
Dallas County Comm. College District	—		—		39,309	1	45,731	1
Del Mar College	29,505*	7	29,505*	9	31,195*	22	35,640*	20
El Paso Community College	30,650	5	31,450	4	35,041	6	38,451	8
Frank Phillips College	26,100	16	27,100	17	28,600	34	30,600	34
Galveston College	No fixed schedule; no automatic increases							
Grayson County College	33,053	3	33,053	2	33,553	11	36,578	13
Hill College	24,956	21	24,956	25	31,195	22	36,299	16
Houston Community College System	30,339	6	30,339	6	34,326	8	37,746	9
Howard College	25,748	18	25,748	21	31,181	24	34,204	27
Kilgore College	29,402	8	30,438	5	31,589	17	35,037	25
Laredo Junior College	No fixed schedule; no automatic increases							
Lee College	34,246	1	34,246	1	36,714	3	39,593	4
McLennan Community College	25,828	17	25,828	20	33,892	9	39,443	5
Midland College	—		—		34,515	7	38,885	7
Navarro College	No fixed schedule; no automatic increases							
North Harris County College District	—		—		37,596	2	39,596	3
Northeast Texas Community College	—		—		—		—	
Odessa College	31,595	4	31,595	3	35,664	4	40,270	2
Panola College	29,350	9	29,350	10	32,300	16	35,250	22
Paris Junior College	—		25,133	24	28,344	35	29,569	36
Ranger Junior College	24,990	20	20,970	31	25,990	36	29,600	35
San Jacinto Junior College District	28,572	12	28,572	13	28,797	32	31,797	32
South Plains College	No salary schedule in effect at present time							
Southwest Texas Junior College	24,625	22	24,625	26	33,675	10	37,350	10
Tarrant County Junior College District	No fixed schedule; no automatic increases							
Temple Junior College	23,187	26	23,187	28	29,207	31	37,024	12
Texarkana College	26,853	14	28,285	14	30,634	27	33,185	29
Texas Southmost College	22,718	27	22,718	30	32,661	15	35,569	21
Trinity Valley Community College	26,606	15	26,606	18	28,726	33	31,906	31
Tyler Junior College	25,601	19	25,601	22	30,520	28	35,917	17
Vernon Regional Junior College	No fixed schedule; no automatic increases							
The Victoria College	No salary schedule in effect at present time							
Weatherford College	23,616	24	27,204	16	30,909	26	32,298	30
Western Texas College	Salary increases are not automatic							
Wharton County Junior College	28,750†	11	28,750†	12	31,250†	19	35,250†	22
AVERAGE SALARY	*$ 27,382*		*$ 27,315*		*$ 32,214*		*$ 35,777*	
MEDIAN SALARY	*$ 26,853*		*$ 27,204*		*$ 31,355*		*$ 35,713*	

COLLEGE DISTRICT	AFTER TWENTY CONSECUTIVE YEARS (Twenty-first Year of Service)							
	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 26)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 30)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	(Rank 1 to 35)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 34)
Alamo Community College District	$ 31,491*	7	$ 31,491*	7	$ 35,971*	10	$ 39,129*	
Alvin Community College	34,315	3	30,935	9	36,149	8	40,121	
Amarillo College	—		26,204*	19	31,354*	24	38,350*	
American Educational Complex	25,600	20	28,600	13	31,100	27	36,700	
Angelina College	—		—		33,252	19	39,612	
Austin Community College	30,789	9	33,207	4	34,195	14	38,188	
Bee County College	25,508	21	27,688	17	33,610	18	36,946	
Blinn College	—		24,000	27	32,500	21	34,500	
Brazosport College	No fixed schedule; no automatic increases							
Cisco Junior College	No fixed schedule; no automatic increases							
Clarendon College	—		24,400	26	30,400	30	31,400	
College of the Mainland	—		—		36,328	6	40,248	
Collin County Comm. College District	—		—		—		—	
Cooke County College	No fixed schedule; no automatic increases							
Dallas County Comm. College District	—		—		39,053	2	47,099	
Del Mar College	29,505*	11	29,505*	11	31,195*	25	35,640*	
El Paso Community College	33,923	4	34,809	3	38,782	3	42,557	
Frank Phillips College	26,500	16	27,900	16	30,600	28	32,600	
Galveston College	No fixed schedule; no automatic increases							
Grayson County College	35,396	2	35,396	2	35,896	11	39,245	
Hill College	24,956	22	24,956	24	31,195	25	38,568	
Houston Community College System	—		—		—		—	
Howard College	25,748	18	25,748	21	31,636	23	36,413	
Kilgore College	31,692	6	32,728	5	33,879	16	37,327	
Laredo Junior College	No fixed schedule; no automatic increases							
Lee College	37,424	1	37,424	1	40,031	1	42,910	
McLennan Community College	25,828	17	25,828	20	33,892	15	41,207	
Midland College	—		—		36,315	7	41,285	
Navarro College	No fixed schedule; no automatic increases							
North Harris County College District	—		—		38,271	4	40,271	
Northeast Texas Community College	—		—		—		—	
Odessa College	32,130	5	32,130	6	37,378	5	42,947	
Panola College	29,850	10	29,850	10	34,550	12	37,500	
Paris Junior College	—		25,133	23	28,344	34	31,090	
Ranger Junior College	27,340	14	21,740	30	27,190	35	31,090	
San Jacinto Junior College District	28,572	12	28,572	14	28,797	33	31,797	
South Plains College	No salary schedule in effect at present time							
Southwest Texas Junior College	24,625	23	24,625	25	36,000	9	40,000	
Tarrant County Junior College District	No fixed schedule; no automatic increases							
Temple Junior College	23,187	25	23,187	28	29,207	32	38,524	
Texarkana College	26,853	15	28,896	12	31,857	22	34,409	
Texas Southmost College	22,718	26	22,718	29	34,221	13	37,126	
Trinity Valley Community College	28,196	13	28,196	15	30,316	31	33,496	
Tyler Junior College	25,601	19	25,601	22	30,520	29	40,636	
Vernon Regional Junior College	No fixed schedule; no automatic increases							
The Victoria College	No salary schedule in effect at present time							
Weatherford College	23,616	24	27,204	18	32,761	20	34,150	
Western Texas College	Salary increases are not automatic							
Wharton County Junior College	31,250†	8	31,250†	8	33,750†	17	37,750†	
AVERAGE SALARY	*$ 28,277*		*$ 28,134*		*$ 33,491*		*$ 37,741*	
MEDIAN SALARY	*$ 27,768*		*$ 28,048*		*$ 33,610*		*$ 38,188*	

NOTES: *Reported salaries do *not* include compensation for advancement in academic ranking: Alamo Community College District ($484 for Assistant Professor, $967 for Associate Professor, and $1,451 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,700 for Assistant Professor, $4,000 for Associate Professor, and $8,000 for Professor).

†Wharton County Junior College: Reported salaries do *not* include cost-of-living increases which were granted but not made a part of the salary schedule.

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CHANGES IN BASE SALARIES — 1985-1990 TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES*

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

	BASE SALARY—SIXTH CONSECUTIVE YEAR OF SERVICE (Master's Degree; no credit earned toward higher degree)							
	Base Salary 1985-86	*Base Salary 1986-87*	*Base Salary 1987-88*	*Base Salary 1988-89*	*Percent Increase 1988-89 over 1987-88*	*Base Salary 1989-90*	*Percent Increase 1989-90 over 1988-89*	*Percent Increase 1989-90 over 1985-86*
Alamo Community College Dist.	$23,723[1]	$23,723[1]	$24,211[1]	$25,156[1]	3.90%	$27,155[1]	7.95%	14.47%
Alvin Community College	24,067	24,067	24,789	25,284	2.00%	26,550	5.01%	10.32%
Amarillo College	23,213[1]	23,697[1]	23,697[1]	24,403[1]	2.98%	25,745[1]	5.50%	10.91%
Angelina College	22,956	22,956	24,156	25,380	5.07%	27,924	10.02%	21.64%
Austin Community College	20,587	20,587	21,620	22,227	3.04%	23,613	6.24%	14.70%
Bee County College	23,041	23,357	24,131	24,449	1.32%	25,488	4.25%	10.62%
Blinn College	25,250	25,250	25,750	25,750	—	26,750	3.88%	5.94%
Clarendon College	23,500	23,500	24,700	25,400	2.80%	27,400	7.87%	16.60%
College of the Mainland	22,992	22,992	24,249	24,734	2.00%	25,544	3.27%	11.10%
Del Mar College	26,460[1]	26,460[1]	26,550[1]	27,200[1]	2.45%	28,445[1]	4.58%	7.50%
El Paso Community College	23,117	23,117	25,198	26,457	5.00%	27,251	3.00%	17.88%
Grayson County College	22,981	23,221	23,444	24,860	6.04%	26,324	5.89%	14.55%
Hill College	20,986	22,036	24,241	25,453	5.00%	26,090	2.50%	24.32%
Houston Community College	22,140	22,140	24,039	24,039	—	25,776	7.23%	16.42%
Howard College	22,103	22,103	22,822	23,782	4.21%	25,243	6.14%	14.21%
Kilgore College	25,161	25,161	25,823	26,158	1.30%	27,009	3.25%	7.34%
Lee College	26,824	26,824	26,824	28,165	5.00%	29,573	5.00%	10.25%
McLennan Community College	24,578	25,450	26,376	27,052	2.56%	28,195	4.23%	14.72%
Midland College	26,508	26,508	26,508	27,128	2.34%	28,865	6.40%	8.89%
North Harris County College	26,509	27,041	27,690	28,290	2.17%	29,046	2.67%	9.57%
Odessa College	24,300	24,300	24,800	25,908	4.47%	26,668	2.93%	9.74%
Panola College	23,550	23,550	23,750	24,200	1.89%	25,550	5.58%	8.49%
Paris Junior College	19,794[2]	19,794[2]	21,496[2]	22,356[2]	4.00%[2]	23,697[2]	6.00%[2]	19.72%[2]
Ranger Junior College	20,124	20,124	20,194	20,317	0.61%	21,220	4.44%	5.45%
Southwest Texas Junior College	24,450	25,450	26,750	27,290	2.02%	28,400	4.07%	16.16%
Temple Junior College	21,470	21,470	22,875	23,876	3.98%	24,999	4.70%	16.44%
Texarkana College	22,892	23,273	24,074	24,796	3.00%	26,036	5.00%	13.73%
Texas Southmost College	21,692	21,692	22,137	24,776	11.92%	24,776	—	14.22%
Trinity Valley Comm. College	21,500	22,700	22,700	22,900	0.88%	23,956	4.61%	11.42%
Tyler Junior College	21,500	22,628	22,628	22,628	—	22,628	—	5.25%
Weatherford College	22,400	22,900	23,625	24,365	3.13%	25,120	3.10%	12.14%
State Average	*$23,229*	*$23,428*	*$24,207*	*$24,979*	*3.19%*	*$26,225*	*4.99%*	*12.90%*
State Median	*$23,079*	*$23,315*	*$24,156*	*$24,807*	*2.69%*	*$26,090*	*5.17%*	*13.05%*

* Not all districts are included in the table. Reporting procedures make meaningful comparisons impossible for districts not listed.

[1] Reported salaries do not include compensation for advancement in professorial rank: Alamo Community College District ($484 for Assistant Professor, $967 for Associate Professor, and $1,451 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,700 for Assistant Professor, $4,000 for Associate Professor, and $8,000 for Professor).

[2] Paris Junior College: Prior to 1987-88, the college paid both the employer's and the employee's share of Social Security contributions. The employee's share was 7.15% of salary prior to 1988, 7.51% beginning in 1988, and 7.65% in January 1990. Beginning in 1987-88, employee's Social Security contribution is withheld from salary.

REQUEST FOR BANQUET TICKETS

Please send __________ ticket(s) at $20 each for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 15, 1990, at the Marriott Rivercenter Hotel in San Antonio.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 13, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets *are* transferrable.)

☐ Hold ticket(s) to be picked up at the convention registration desk under my name.

☐ Mail ticket(s) to me at the address shown below.

Name ______________________________

Address ______________________________

____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 9 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 43rd annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 15, the event will be held in the Grand Ballroom of the convention headquarters hotel, the Marriott Rivercenter, in San Antonio.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

Featured speaker for the convention's opening session will be James "Doc" Blakely, noted humorist, author, and full-time professional speaker, of Wharton. "Humorous," "witty," "down-to-earth" are terms frequently used to describe Dr. Blakely. He has traveled extensively throughout the United States and in Australia, New Zealand, and Canada, delivering messages of inspiration and success riddled with his brand of good, clean humor.

"Doc" Blakely

Dr. Blakely received his bachelor's degree from Sam Houston State University and earned the master's and Ph.D. degrees from the University of Missouri. Prior to embarking on his present career as a full-time platform speaker, he taught agriculture at Wharton County Junior College. He is a private pilot, syndicated columnist, and consulting editor for Prentice-Hall. In 1978, Dr. Blakely was elected by his peers to the 2,500-member National Speakers Association Hall of Fame. He has written and co-authored several books, the latest of which is *How the Platform Professionals Keep 'Em Laughin'*. In 1984, the Nightingale-Conant Corporation released a two-volume album entitled *The Executive Treasury of Humor*, featuring "Doc" Blakely as one of the top 12 humorists in America.

Commenting on the selection of Dr. Blakely as the opening session speaker, TJCTA State President Emmeline Dodd pointed out that the very full convention agenda includes well over 100 separate meetings and seminars with serious topics for discussion. "We felt it would be good to start this year's convention on a light note, with a humorous and entertaining speaker, since there will be plenty of time for more serious presentations during the remaining two days of the convention," Ms. Dodd said.

Tickets for the banquet will be sold for $20 and ***must be purchased in advance.*** Banquet tickets will *not* be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 9.

For those unable to attend the banquet but who wish to hear Dr. Blakely's address, limited seating will be available in the Marriott Rivercenter's Grand Ballroom at 8:00 p.m.

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COMPENSATION FOR PART-TIME INSTRUCTORS TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES
1989-90

(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U. S. History (assuming instructor holds Master's Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

College District	*Compensation for One 3-Hour Course*	*Rank 1-49*	*Additional Pay for Advanced Hours or Degree*	*Additional Pay for Teaching Experience*
Alamo Community College District	$1,242	10	Yes	No
Alvin Community College	1,050	25	Yes	No
Amarillo College	900	37	No	No
American Educational Complex	825	44	No	No
Angelina College	1,260	8	No	No
Austin Community College	1,152	17	No	Yes
Bee County College	1,200	11	No	No
Blinn College	1,800	1	Yes	Yes
Brazosport College	1,200	11	No	No
Cisco Junior College	750	46	No	No
Clarendon College	750	46	No	No
College of the Mainland	1,119	18	Yes	Yes
Collin County Community College	1,065	23	No	No
Cooke County College	915	36	No	Yes
Dallas County Comm. College Dist.	1,056	24	No	No
Del Mar College	1,700	2	Yes	No
El Paso Community College	1,482	6	No	No
Frank Phillips College	750	46	No	No
Galveston College	1,050	25	No	No
Grayson County College	1,035	28	No	No
Hill College	850	42	No	No
Houston Community College System	1,080	22	Yes	No
Howard College	828	43	No	No
Kilgore College	1,112	19	No	No
Laredo Junior College	1,245	9	No	No
Lee College	1,491	5	No	No
McLennan Community College	1,620	3	Yes	No
Midland College	1,000	29	No	No
Navarro College	1,200	11	No	No
North Harris County College District	1,100	21	Yes	Yes
Northeast Texas Community College	900	37	No	No
Odessa College	990	33	No	No
Panola Junior College	1,000	29	No	No
Paris Junior College	1,000	29	No	No
Ranger Junior College	700	49	No	No
San Jacinto Junior College District	1,104	20	No	No
South Plains College	990	33	No	No
Southwest Texas Junior College	1,050	25	Yes	Yes
Tarrant County Junior College Dist.	864	40	Yes	Yes
Temple Junior College	1,527	4	Yes	No
Texarkana College	1,000	29	No	No
Texas Southmost College	1,192	16	No	No
Trinity Valley Community College	900	37	No	No
Tyler Junior College	1,200	11	No	No
Vernon Regional Junior College	930	35	No	No
The Victoria College	1,432	7	No	No
Weatherford College	864	40	No	No
Western Texas College	800	45	Yes	No
Wharton County Junior College	1,200	11	No	No
Mean Salary	*$1,091*			
Median Salary	*$1,100*			

PART-TIME FACULTY PAY INCREASES SLIGHTLY

Part-time faculty at Texas community junior colleges received pay raises of approximately 4.5 percent for 1989-90 over the preceding academic year, according to the study conducted by the Texas Junior College Teachers Associaton. Based on information provided by the 49 public two-year college districts, average pay for a part-time instructor teaching one three-hour history course is $1,091 this year compared with $1,043 in 1988-89.

The TJCTA study continues to show a wide range of compensation for, apparently, the same work: an instructor is paid $700 at Ranger Junior College, while at Blinn College an instructor teaching the same course is paid $1,800—a difference of more than 150 percent.

The largest increase for the current year came at Kilgore College ($1,112 this year compared with $900 last year). Sizeable increases were also granted at Howard College, Midland College, Paris Junior College, Temple Junior College, Odessa College, and Angelina College.

The TJCTA survey also reveals that only 12 colleges pay part-time instructors more for academic study beyond the minimum required credentials, and only 7 colleges reward part-time faculty for previous teaching experience.

MEMBERSHIP SERVICES COMMITTEE REPORTS DISCOUNT POSSIBILITIES

There are several reduced rate opportunities available to TJCTA members simply for the asking.

By calling 1-800-HOLIDAY and asking for their "Great Rate," members may receive discounts from 30 to 50 percent at certain Holiday Inns.

Members may get rooms for $29 to $34 at La Quinta Inns by calling 1-800-5900 and asking for their "Support Texas Discount."

All discounts may vary due to location, season, and specific management. Normally, discounts may not be used in connection with other promotions, and discounts usually are not available for groups or conventions. The number of "discounted" rooms is frequently limited.

Callers should remember to identify themselves as TJCTA members when inquiring about discounts, wholesale purchases, car rentals, or hotel accommodations.

HEALTH INSURANCE COSTS: OUT OF SIGHT AND SOARING!

Probably the single most critical issue facing employees at Texas community junior colleges is the skyrocketing cost of health insurance. Small comfort comes from realizing that the crisis has hit all workers and all employers—public and private—and has become a major national problem. And little relief is offered by reports that a bipartisan national commission and a special state joint legislative committee are studying the issue.

What *is* clear is that costs of health care—and, therefore, health insurance—are soaring and are apparently out of control. Nationwide, the health bill is rising at 10.5 percent annually, more than twice the rate of inflation generally. And, as pointed out in a recent issue of *U.S. News & World Report*, neither government nor private industry wants to foot any more of the bill, "and each seeks to shift costs to the other. Unsurprisingly, the average citizen is caught in the middle."

STATE CONTRIBUTIONS INCREASE TEN-FOLD

When the Texas Higher Education Insurance Program was established by the Texas Legislature in 1977, the general appropriations bill provided $15 per month for each eligible employee to help defray premiums for health, life, and accidental death and dismemberment insurance. The state appropriation has increased steadily to the current amounts of $130 per month for employee-only coverage and $155 per month for employees who include dependents in their insurance plans. The table below reflects monthly insurance contributions by the state since the plan's inception.

Fiscal Year	*State Appropriation (per employee per month)*
1977-78	$ 15
1978-79	15
1979-80	35
1980-81	40
1981-82	48
1982-83	58
1983-84	70
1984-85	85
1985-86	85
1986-87	85
1987-88	100*
1988-89	115
1989-90	130 / 155†
1990-91	150 / 200†

*Insurance appropriation for community college employees was vetoed by Gov. Clements in 1987.

†For the 1990-91 biennium, the appropriations bill includes an additional amount for employees whose spouses and dependent children are included in the group coverage.

The grim reality and complexity of the problem are hitting Texas two-year college employees hard. The Texas Higher Education Insurance Program was created in 1977, with state appropriations at $15 per month for eligible employees. State funding for the program currently provides $130 per month for employees covering only themselves with the group program, and $155 per month for employees choosing to include coverage for their spouses and dependent children. The state contributions are scheduled to increase in September 1990 to $150 for employee-only coverage and $200 for employee and dependent coverage. Despite steady and fairly substantial increases in state appropriations, funding has simply not kept pace with rising costs of insurance coverage.

There's no shortage of theories concerning who's to blame for the crisis. If an election were held, probably the insurance companies would be "elected" to bear the brunt of responsibility. For its part, the insurance industry points to huge increases in hospital charges and fees charged by physicians and other health care providers. "The problem," according to Melanie Marsh, spokesperson for the Health Insurance Association of America, "is Americans' insatiable appetite for health care." And there are those who relate accounts of abuses by insured workers ranging all the way from frequent visits to doctors' offices by chronic hypochondriacs to scandalous claims for unnecessary medical and surgical procedures.

No simple solution appears in sight. At least for the short term, it appears likely that insurance costs will continue to rise and levels of coverage will probably decrease. Individual and family deductibles probably will increase, and co-insurance amounts after deductibles have been met might also rise.

In the long run, some are predicting that by the close of the decade some form of national health insurance will be inevitable. "More and more business people are not just whispering but talking out loud about making health-care financing a government responsibility," said Chrysler Corp. Chairman Lee Iacocca in the bulletin of the American Association of Retired Persons. Or, as a benefits consultant put it: "You don't see any more veins popping out at the mention of national health insurance. Nobody says it's un-American anymore."

TJCTA officials are following closely the work of the Joint Select Committee on Employee Benefits, created by the Legislature and charged with studying, among other things, "the administration of employee health insurance programs, including those programs administered by institutions of higher education."

Members of the panel were appointed by Lt. Gov. Bill Hobby and House Speaker Gib Lewis, in their respective roles as presiding officers of the two houses of the Texas Legislature. Co-chairing the committee are Sen. Gonzalo Barrientos, D-Austin, and Rep. Nolan "Buzz" Robnett, R-Lubbock. Other members include Senators Kent Caperton, D-Bryan; Bill Haley, D-Center; Bill Ratliff, R-Mount Pleasant; and John Leedom, R-Dallas; and Representatives Jim Rudd, D-Brownfield; Edmund Kuempel, R-Seguin; Betty Denton, D-Waco; and Curtis Soileau, D-Lumberton.

In the first meeting of the joint committee, members heard Robert Norris, budget analyst for the Legislative Budget Board, discuss background information on state-funded insurance programs for state employees and employees of the public institutions of higher education. In response to questions from panel members, Mr. Norris offered no reason for optimism that the spiraling costs of health insurance could be brought under control in the foreseeable future. On the contrary, he stated that if the current trend in health care and insurance costs continues, employee-only coverage will cost $241 per month in 1995, while employee and dependent coverage will cost $1,114.

RETIREMENT PLANS TO BE STUDIED

In addition to studying the health insurance programs for employees of the state of Texas and public institutions of higher education, the Joint Select Committee on Employee Benefits is charged with studying "issues relating to the structure, administration, and financing of employee retirement systems."

Undoubtedly, a major concern of the committee will be the state's contribution to the Optional Retirement Program. More than three-fourths of the public community junior college educators eligible to do so have chosen to participate in ORP instead of the state's Teacher Retirement System. Since 1984, the state ORP contribution rate has been higher than the rate contributed to the defined benefits plan of the TRS. Presently, the state contributes 8.5 percent of gross pay for ORP participants and 7.65 percent for TRS members. TJCTA representatives will continue to work against any recommendations to reduce state ORP contributions.

CLAIMS OUTPACE PREMIUMS AT JUNIOR COLLEGES

During 1987-88, almost 20,000 employees and retirees at Texas public community junior colleges were covered under provisions of the Texas Higher Education Insurance Program. In that year (the last period for which data are available), almost $28 million was paid in health insurance premiums, while claims and retention charges totaled nearly $30 million. Premiums, claims, retention charges, and the experience ratios for the 49 college districts are shown in the table below.

TEXAS HIGHER EDUCATION COORDINATING BOARD
Texas Higher Education Insurance Program
Group Health Insurance Audit Report—1987-88
Public Community Junior Colleges

College District	*Total Participants*	*Total Premiums*	*Total Incurred Claims*	*Total Retention Charges*	*Experience Ratio*
Alamo Community College District	1,589	$ 1,910,477.00	$ 1,848,241.00	$ 171,021.00	106%
Alvin Community College	247	399,563.00	582,652.00	63,930.00	162%
Amarillo College	471	716,812.75	709,469.39	42,110.35	105%
Angelina College	141	181,747.00	247,718.00	13,958.00	144%
Austin Community College	667	341,320.61	379,251.13	46,007.03	125%
Bee County College	229	327,396.00	398,956.00	60,986.00	140%
Blinn College	348	500,753.00	434,760.00	55,200.00	98%
Brazosport College	153	280,695.55	239,936.46	39,346.00	99%
Central Texas College	1,728	1,507,779.00[1]	1,251,053.00[1]	85,718.00[1]	89%
Cisco Junior College	121	186,600.00	243,336.00	12,836.00	137%
Clarendon College	78	100,329.00	98,603.00	17,427.00	116%
College of the Mainland	280	396,977.54	429,301.37	54,214.56	122%
Collin County Community College	145	190,732.00	276,578.00	43,111.00	168%
Cooke County College	136	208,155.96	197,960.07	—	95%
Dallas County Community College	2,305	3,789,268.00	3,789,268.00	183,489.00	105%
Del Mar College	434	712,752.00	667,384.00	35,182.00	99%
El Paso Community College	820	1,296,430.00	1,552,503.00	40,512.00	123%
Frank Phillips College	99	108,701.00	89,322.00	—	82%
Galveston College	166	173,748.00	255,150.00	38,772.00	169%
Grayson County College	286	455,184.00	733,650.00	93,985.00	182%
Hill College	92	151,842.15	168,619.00	10,948.00	118%
Houston Community College	902	506,129.00	454,631.00	—	90%
Howard College	272	303,963.00	479,849.00	23,009.00	165%
Kilgore College	405	580,643.00	500,008.00	46,183.00	94%
Laredo Junior College	430	746,965.00	662,805.00	77,684.00	99%
Lee College	324	409,685.00	488,853.00	81,937.00	139%
McLennan Community College	380	337,428.08	290,128.69	—	86%
Midland College	216	469,354.93	293,333.14	34,388.94	70%
Navarro College	179	343,795.00	302,552.00	40,915.00	100%
North Harris County College	421	516,485.00	554,611.00	98,617.00	126%
Northeast Texas Community College	75	115,743.74	,161,006.42	9,925.03	148%
Odessa College	421	1,095,876.00	922,140.00	129,379.00	96%
Panola College	100	211,757.00	138,143.00	33,074.00	81%
Paris Junior College	206	54,091.00	48,458.00	37,084.00	158%
Ranger Junior College	83	155,553.00	152,589.00	26,444.00	115%
San Jacinto College District	527	1,501,086.75	1,266,457.63	96,040.82	91%
South Plains College	324	683,282.00	580,889.15	28,209.20	89%
Southwest Texas Junior College	195	286,640.00	373,585.00	76,569.00	157%
Tarrant County Junior College	1,265	1,635,970.00	1,818,914.00	98,180.00	117%
Temple Junior College	168	50,682.25[2]	— [2]	— [2]	— [2]
Texarkana College	266	524,846.00	503,393.00	30,722.00	102%
Texas Southmost College	355	733,874.00	460,336.00	83,346.00	74%
Trinity Valley Community College	281	533,589.00	553,969.00	62,941.00	116%
Tyler Junior College	410	776,216.00	718,431.00	57,087.00	100%
Vernon Regional Junior College	142	203,085.94	165,749.19	—	82%
Victoria College	210	370,613.80	332,522.00	46,088.00	102%
Weatherford College	117	167,933.58	225,093.34	41,983.40	159%
Western Texas College	123	278,662.98	162,359.04	23,621.59	67%
Wharton County Junior College	237	200,585.00	212,667.00	33,414.00	123%
Total	*19,569*	*$ 27,731,799.61*	*$ 27,417,184.02*	*$ 2,425,594.92*	*108%*

[1] Central Texas College figures include data for group life and accidental death and dismemberment insurance.
[2] Temple Junior College basic plan is a Health Maintenance Organization.

1990 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1990 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Marriott Rivercenter Hotel in downtown San Antonio. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 15, 1990

9:00 a.m. - 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 - 4:00 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	—Informal Reception
7:30 - 9:30 p.m.	—**BANQUET AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 16, 1990

7:30 - 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	—Convention Registration
8:00 a.m. - 5:00 p.m.	—Exhibits Open
8:00 a.m. - 5:00 p.m.	—Polls Open (Election of Officers)
9:00 - 10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	—**SECOND GENERAL SESSION**
4:15 - 5:45 p.m.	—Retirement Seminar
4:15 - 5:45 p.m.	—Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 17, 1990

8:00 - 11:30 a.m.	—Convention Registration
8:00 - 11:30 a.m.	—Exhibits Open
9:00 - 10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	—Section Meetings for Remainings Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon - 3:00 p.m.	—Special Meetings (to be announced)

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 43rd annual convention, Feb. 15-17, 1990, in San Antonio, are encouraged to reserve hotel accommodations early. A block of 1,100 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

Headquarters hotel for the 1990 meeting is the San Antonio Marriott Rivercenter, located at Bowie and Commerce Streets. With the exception of a few "field trips" for some of the section meetings, all convention activities will be held in the Marriott Rivercenter. Overflow housing has been arranged at the Menger Hotel, adjacent to the Rivercenter Mall—and only a 2-mimute walk from the Marriott. (Additional overflow housing at the LaQuinta Motor Inn has already been sold out.)

Hotel accommodations may be reserved by completing the form below and mailing it to the hotel at which reservations are desired. The reservation form **should not** be sent to the TJCTA State Office, as that will only delay processing. Reservations by telephone are not advised.

Reservations will be processed as they are received, on a first-come, first-served basis. If accommodations are not available at the member's first choice hotel, the form will be forwarded to the other property and the member will be notified.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

43rd Annual Convention — San Antonio, Texas — February 15-17, 1990

HOTEL RESERVATION FORM

INDICATE HOTEL PREFERENCE. MAIL FORM DIRECTLY TO PREFERRED HOTEL.

☐ **Marriott Rivercenter Hotel — 101 Bowie Street — San Antonio, Texas 78205**

☐ **Menger Hotel — 204 Alamo Plaza — San Antonio, Texas 78205**

Please reserve _____ room(s) of the type(s) indicated below:

Check accommodations desired	*Marriott Rivercenter Rates*	*Menger Hotel Rates*
_____ Single Room (1 person)	$ 87	$60 - $70
_____ Double Room (2 persons)	$100	$70 - $80
_____ Triple Room (3 persons)	$115	$80
_____ Quad Room (4 persons)	$125	$80

Arrival Date: Feb. _____, 1990 Arrival Time: *_______ __.m. Departure Date: Feb. _____, 1990

(Marriott Rivercenter check-in time is 4:00 p.m.; check-out time is 12:00 Noon. Menger Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

** Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night's lodging.*

☐ Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with the following credit card:

Type______________________ Number______________________ Expiration Date______________

IMPORTANT INFORMATION: The Marriott Rivercenter Hotel and the Menger Hotel are unable to grant direct billing for room or incidental accounts. The hotels accept all major credit cards. In the absence of an approved credit card, the hotels request payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotels will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name______________________________ Phone: A/C________-____________

Address______________________ City______________________ State____________ ZIP__________

ROOM(S) WILL BE OCCUPIED BY:

NAME *(please print)*	ADDRESS	CITY / STATE / ZIP

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TJCTA
Messenger

January 1990
Convention Issue

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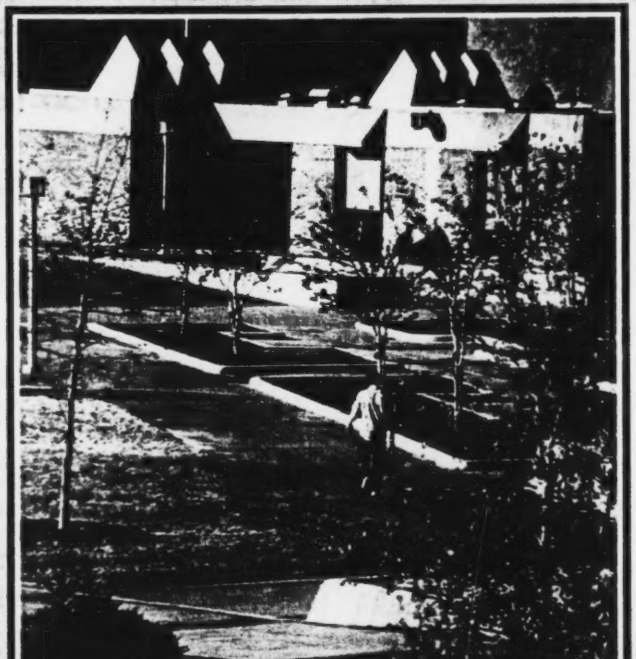

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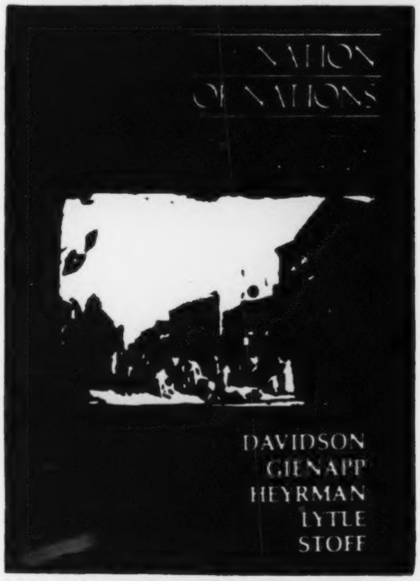

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Dr. James West Davidson will be speaking to the history section of the TJCTA on Friday at 10:30am.

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The President's Message

"Open Doors…Open Minds," this year's convention theme, obviously refers to the widely proclaimed fact that our public community junior colleges are receptive to all students, whatever their age, race, sex, or educational backgrounds. Further, there is the allusion to the idea that we, as educators in these colleges, are capable of creating new avenues of thought in the "open minds" of students or, at least, of opening some minds that have been restricted or unexposed until this wondrous opportunity of a "college education." The theme, on the other hand, could refer to the openness of our own minds which is necessary to cope with the results of the open-door policy. The diversity of our students in their education, backgrounds, motivation, and test results on both our own college appraisal tests and on the TASP test challenges each of us to deal with this wide range of need and talent. We must have the open minds to seek new and innovative teaching techniques and to recognize individualized needs early enough in the semester to make a difference.

New semesters, especially in a new decade, have the same clean, promising appeal as a new year, but new semesters are better in their greater abundance. There are multiple opportunities for rebirth in our syllabi as well as our professionalism. Is it possible that in this new decade we could resolve together to be better professional educators no matter how many years we have already accrued in this profession? Ernest Boyer, of the Carnegie Foundation for the Advancement of Teaching and a former U. S. Commissioner of Education, said, "An incompetent teacher is even worse than an incompetent surgeon, because a surgeon can only cut up one person at a time." As educators, we have the opportunity and overwhelming obligation to influence positively and motivate thousands of students so that they become the leaders of this state and country. Skilled teachers, like skilled surgeons, require continuous sharpening of their talents. Where could these abilities be better obtained than from professional development opportunities provided by your professional organization?

This 43rd annual convention of the Texas Junior College Teachers Association is the perfect opportunity for developing yourself professionally. The section chairpersons have planned a smorgasbord of stimulating speakers and program ideas. Names of convention keynote speakers were considered at great length before the two outstanding ones were selected. The exhibits promise to be as numerous and up-to-date as we are accustomed to at this convention. Your mind will be invigorated, but you will also have the opportunity for physical invigoration. If the dance on Friday night is not aerobic enough, there will be scheduled early morning runs and walks and exercise in the fitness facility of the hotel. If you, on the other hand, choose to relax and luxuriate in your unscheduled hours, you will be in the right place. The beautiful city of San Antonio awaits you. The Marriott Rivercenter, the convention headquarters hotel, is absolute elegance. You have told us for years of your eagerness to return to San Antonio as a convention site. Your wish has come true!

The 1990 convention will likely be a fantastic start for the new TJCTA decade. We are expecting the largest number of convention attendees in the history of our organization in the year, hopefully, of TJCTA's largest membership ever. These record-breaking events will not have occurred by magic. Many individuals have contributed much planning, thoughtfulness, and concern; and I take this opportunity to express heartfelt personal thanks to all who have made this a truly remarkable and memorable year.

As you prepare for an excellent professional development opportunity at this month's meeting in San Antonio, consider this thought:

Do you covet learning's prize?
Climb her heights and take it.
In ourselves our fortune lies.
Life is what we make it.
(taken from an autograph book dated 1890)

One hundred years later, I invite you to open your minds as we open the doors to this marvelous, exciting 43rd annual convention of TJCTA.

See you in San Antonio.

Emmeline Dodd

Texas City, Texas
February 1990

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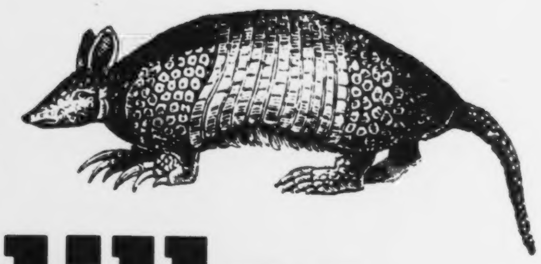

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CANDIDATES FOR STATE OFFICE, 1990-91

Officers of the Texas Junior College Teachers Association for 1990-91 will be elected during the balloting to be conducted at the convention on Friday, Feb. 16, 1990. Voting will be conducted in the election booth, located in the third floor foyer of the Marriott Rivercenter hotel in San Antonio. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed.

Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session. The Nominating Committee report will be presented at the first general session, Thursday, Feb. 15, at which time floor nominations will be in order.

Only *professional* members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

Gaynell S. Gainer
St. Philip's College

Educational Background: Incarnate Word College (BS, 1962); Southwest Texas State University (MSEd, 1974); additional graduate study: The University of Texas at Austin and Texas A&M University.

Professional Experience: Technical Specialist, Neuroradiology, Wilford Hall, Lackland AFB (1966-70); Program Director and Professor of Radiography, Diagnostic Imaging, St. Philip's College (1970-present); Part-time Instructor of Allied Health Education, Southwest Texas State University (1973-76).

Leadership Experience: TJCTA Professional Development Committee (Member, 1988-90, TASP Subcommittee, 1989-90); Chairperson, TJCTA Membership Committee (1979-80); Workshop Presenter, Business Technology Chairpersons' Section Meeting (1986); TJCTA State Secretary (1976-78); TJCTA State Treasurer (1975-76); Member, St. Philip's College Faculty Senate (1973-82); President, SPC Chairman's Assembly (1983); Texas Society of Radiology Technologists (Area Counselor, 1988-90; Chair of Educational Alliance (1984); Secretary (1974); Association of Educators in Radiological Sciences (Director-at-large, 1985-88; Grant Project Director, Recipient, Title III, 1982-86); Project Director/Recipient, Carl Perkins, Coordinating Board Grant (1987); President, Alamo Area Society of Radiography Technologists (1986-88); SPC District Task Force Committee, Role of Chairman (1984-85); SPC Applied Science and Technology Peer Evaluation Consultant (1975-present); Alamo Area Society of Radiography Technologists (1989); JRCERT Program Site Visitor (1983-present); SPC Professional Development Committee (1987); PEP Practitioner Consultant for American Society of Radiography Technologists (1973).

Additional Information: Recipient of Outstanding Achievement Award, SPC (1979); SPC Teacher Excellence Award (1988); SPC Piper Professor Nominee (1984-85 and 1989-90); Member, American Society of Radiography Technologists (1971-present); Recipient of Outstanding Zeta Award (1980 and 1986); Chairman of Entrepreneurs Fall Forum, Panhellenic Council (1989); Co-Chair M. B. Lowery Scholoarship, SPC (1989); Organizer and Co-Sponsor of Radiography Technologists Diagnostic Imaging Club. Co-Organizer of Zeta Fiesta Intracity Track (1984); President, Zeta Phi Beta Sorority (1982-84 and 1984-86); Martin Luther King, Jr., Distinguished Achievement Award Nominee (1989); Member: San Antonio Chapter, Delta Kappa Gamma; Black Personnel in Higher Education; National Council of Negro Women.

Steve Dutton
Amarillo College

Educational Background: West Texas State University (BS, 1968; MS, 1972); postgraduate studies at North Texas State University and West Texas State University.

Professional Experience: Instructor of Science, Adrian ISD (1968-70); Instructor of Science, Dalhart ISD (1972-73); Instructor of Biology, Amarillo College (1973-present); Biological Sciences Department, Amarillo College (Coordinator, 1986-88; Chairperson, 1988-present).

Leadership Experience: Master Plan Advisory Committee, Texas Higher Education Coordinating Board (1989-present); TJCTA State Vice President (1989-90); TJCTA State Secretary (1988-89); TJCTA Professional Development Committee (Chairperson, 1987-88; Secretary, 1984-87; Member, 1984-88); Member, TJCTA Subcommittee on Planning the Conference for Faculty Organization Leaders (1986-87); Member, TJCTA Subcommittee on Faculty Role in College Governance (1984-86); Member, TJCTA Resolutions Committee (1983-84); TJCTA Campus Representative (1988-present); President, Amarillo College Faculty Association (1980-81); Amarillo College Faculty Senate (President, 1982-83; Member, 1983-85, 1986-88, 1989-present); Ombudsman for Academic Master Plan Task Force, Amarillo College (1987-89); Amarillo College Committee for Faculty Evaluation (1981-present); Amarillo College Election Committee (1977-present); Amarillo College Committee for Computer Instructional Users (1982-83); Amarillo College Retention Committee (1979-80); Amarillo College Self-Study Committee on Organization and Management Systems (1980-81); Amarillo College Committee for Innovative Scheduling (1989-present); Captain in U.S. Army Reserve (1971-1985).

Additional Information: Assistant Director, High Plains Regional Science Fair (1986-89); Assistant Scoutmaster, Boy Scouts of America (1986-89); Board of Directors, Greater Amarillo Chapter of American Red Cross (1988-present); American Association for the Advancement of Science (1975-88).

PLATFORM STATEMENTS

TJCTA is truly a professional organization and pro members. TJCTA should continue to pursue programs that perpetuate excellence and meet the needs of its constituments, regardless of discipline. I have been a member of TJCTA since 1971. I pledge to continue to uphold the goals and objectives of TJCTA.

If elected, I will work to :

- ensure that adequate funds be maintained for teachers in higher education through lobbying;
- improve internal TJCTA communications and expand membership involvement;
- appoint a cross section of members-at-large to address critical issues, in an informal forum, resulting in problem solving.

—GAYNELL S. GAINER

TJCTA does for us what we couldn't do for ourselves individually; our strength is our unity in TJCTA.

TJCTA is our effective advocate—in Austin and around the state. No other organization stands up and speaks for us as TJCTA does.

TJCTA has given me much: it has helped me to become a more effective teacher, and TJCTA has helped me—all of us—financially as well. I'd like to do more in return.

Through my long service on TJCTA committees, I know the organization, its value and its vitality. Because of my experience and my determination to work for the profession through TJCTA, I ask for your support.

—STEVE DUTTON

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CANDIDATES FOR VICE PRESIDENT

Marilyn J. Lancaster
Western Texas College

Evelyn Frank Burns
Houston Community College

Educational Background: Texas Tech University (BS Ed, 1975; MS Ed, 1977); postgraduate studies at The University of Texas and Texas Tech University.

Professional Experience: Assistant Professor of Developmental Education and English, Western Texas College (1980-present).

Leadership Experience: TJCTA State Secretary (1989-90); TJCTA Professional Development Committee (Member, 1988-89; Chairperson, TASP Subcommittee, 1988-89); Chairperson, TJCTA English Section (1983-84); Western Texas College Literacy Committee (1988-90); WTC Faculty Association Executive Committee (1986-88); Co-Chair, WTC Faculty Committee, SACS Self-Study (1987-88); Member, WTC Admissions and Registration Committee (1986-88); Member, WTC Lone Star Implementation Committee (1988-89).

Additional Information: Grant recipient, National Endowment for the Humanities (1981); WTC Piper Professor Nominee (1982); Nominee for Graduate Writing Award, Texas Tech University, Graduate English Department (1988); Nominee, Texas Association of Developmental Educators Award of Outstanding Developmental Educators (1986); Invited Lectures and Presentations: Southeastern Writing Center Conference (1982, 1983); Conference of College Teachers of English (1982, 1983); Southwest Regional Conference on English in the Two-Year College (1982, 1987-89); Texas Conference for Professionals in College Student Academic Support Programs (1983, 1987, 1989); Member, Southwest Regional Conference on English in the Two-Year College; Member, Texas Association of Developmental Educators; Member, Texas Association for Staff, Program, and Organizational Development.

Educational Background: University of North Carolina (Certificate, Radiology, 1962); Houston Community College System (AAS, 1974); Midwestern State University (BS, 1978); University of Houston (MEd, 1985).

Professional Experience: Technical Specialist, Neuroradiology, University of North Carolina (1962-66); Instructor, Neuroradiology Center, Methodist Hospital, Houston (1967-72); Instructor and Department Head, Radiography, Houston Community College (1972-present).

Leadership Experience: TJCTA Registration Committee (1988-89); TJCTA Resolutions Committee (1989-90); TJCTA Section Chairperson (1978-79, 1981-82, 1984-85, 1986-87); President, Houston Community College Faculty Senate (1987-88); Chairman, Southeast Texas Junior College Council for Radiography Programs (1986-present); Project Director, Carl Perkins Coordinating Board Grant (1987-88); Texas Society of Radiologic Technologists (Vice President, 1980-82, 1986-87; Coordinator for Scientific Papers and Exhibits, 1986-87); Faculty Representative, HCCS Administrative Council (1987-88); Texas Association for Staff, Program, and Organizational Development, Secretary-Treasurer (1985-87); HCCS Faculty Exchange to West Germany (1988); JRCERT, Program Site Visitor (1985-86); HCCS College-wide Inservice Committee (1980-81); ASRT Affiliations and Professional Affairs Committees (1982-83); HCCS Self-Study Committee; HCCS College Wide Institutional Effectiveness Committee.

Additional Information: Member, Association of Educators in Radiological Sciences; Team Member, Houston Chapter Habitat for Humanity; Member, Houston Forum Club; Candidate, HCCS Foundation Outstanding Teacher Award (1988); Adjunct Faculty in Radiology, Baylor College of Medicine; "Quality Process" Trainer, HCCS (1989-90).

PLATFORM STATEMENTS

TJCTA has been an influential voice for the interests of Texas community junior college professionals for many years. The organization has effectively communicated to both the legislature and the state governing agencies the unique and important role of the two-year college in providing quality educational programs for traditional and non-traditional students.

I will work to:

- communicate the goals and purposes of the community junior college to the legislature and appropriate state agencies;
- monitor the effects of legislation and Coordinating Board policies on the two-year institutions;
- inform community junior college professionals about the role of TJCTA in strengthening our profession.

—MARILYN J. LANCASTER

TJCTA is the only professional organization which serves every professional in Texas junior colleges. I am committed to strengthening service especially TJCTA's work with the Texas legislature.

As an elected officer of TJCTA, I will continue to work for increasing membership and improving the effectiveness of the organization by:

- maintaining professional standards;
- increasing grass-roots organizations on campuses;
- service to the membership as needed.

—EVELYN FRANK BURNS

PLATFORM STATEMENTS

TJCTA must continue to be a strong effective voice representing community college interests in Texas. TJCTA must send a forceful message to policy makers that community colleges are one of the best investments in the future that Texas can make. If re-elected to the Executive Committe, I will devote the necessary time and energy to help TJCTA meet these challenges:

- work with the Legislature and other state agencies for sufficient state funding and other benefits;
- enhance the faculty's proper role in college governance;
- promote the development of local faculty organizations; and
- increase the effectiveness of our membership recruiting effort.

—BRIAN K. DILLE

TJCTA is an organization of which we can all be proud; however, we cannot become complacent in our success. We must continue our commitment to excellence and professionalism. Texas junior and community colleges are facing new challenges in an age of testing, remediation, and accountability. TJCTA is the one organization that can articulate our achievements, express our concerns, and explain our needs to the legislature and other agencies. If elected, I will work to:

- continue and improve TJCTA's work with the legislature and other state agencies;
- broaden membership services; and
- maintain our commitment to professional standards.

—DAVID M. CASTLES

CANDIDATES FOR SECRETARY

Brian K. Dille
Odessa College

David M. Castles
Kilgore College

Educational Background: Illinois State University (BA, 1971); The University of Texas Austin (MA, 1977); The University of Texas of the Permian Basin (postgraduate studies, 1980-87); Texas Tech University (doctoral student in Higher Education, 1986-present).

Professional Experience: Teaching Assistant, The University of Texas at Austin (1971-73); Graduate Assistant, The University of Texas at Austin (1974); Part-time Instructor of Government, Austin Community College (1977-78); Associate Professor of Government, Odessa College (1978-present); Political Science Adjunct, The University of Texas of the Permian Basin (1984-present).

Leadership Experience: TJCTA State Treasurer (1989-90); TJCTA Legislative Committee (1988-89); TJCTA Campus Representative (1989-present); Participant TJCTA Leadership Conference (1984-89); Member of the Junior and Community College Political Action Committee (JACC-PAC) Steering Committee (1989-present); Odessa College Academic Senate (President, 1985-87; Senator, 1983-89; Salary Committee, 1984-86); Odessa College Staff Development Committee (1985-86); Odessa College Honors Program Committee (1988-present).

Additional Information: Member: TJCTA (1978-present); Community College Social Science Association (1986-present) .

Educational Background: Navarro Junior College (AA, 1964); Stephen F. Austin State University (BS, 1966; MA, 1968).

Professional Experience: Economics teacher, Nacogdoches ISD (1966-67); Government, History, and Economics teacher, Tyler ISD (1967-70); Kilgore College (Government Instructor,1970-present; Director of Social Sciences, 1975-present).

Leadership Experience: Chairperson, TJCTA Auditing Committee (1988-89, 1989-90); TJCTA Nominating Committee (1984-85, 1987-88); TJCTA Legislative Committee (1978-84); TJCTA Campus Representative (1975-76); President, Kilgore College Employees Association (1984); Vice President, Kilgore College Faculty Club (1976); Intern Staff Member for Round-Up for Great Teaching (1986); Texas Association for Staff, Program, and Organizational Development (TASPOD) (Representative at Large, 1986; Vice President, 1987; President, 1988)

PLATFORM STATEMENTS

TJCTA is the best-run organization of its kind, anywhere.

The Treasurer must help insure that the continued financial soundness of the Association is paramount. In addition, as a prospective member of the Executive Committee, I bring:

- TJCTA experience, as member and Chairperson of the Editorial Review Board, Chairperson of the Legislative Committee (two terms), author and political co-interviewer for the *Messenger*;
- Professional experience, as a 17-year veteran of the classroom, 13 years in Texas junior colleges—and TJCTA;
- Commitment—a gut-level belief in what community colleges do and the right of teachers to be heard and treated as professionals.

—SCOTT A. NELSON

As the only organization dedicated to the welfare of community/junior college professionals in Texas, TJCTA has enhanced my professional well-being for the last 15. With active participation on TJCTA committees and as college liaison, I can provide experienced leadership dedicated to meeting the challenges of the future.

As Treasurer, I will:

- return to you what I have gained from others in TJCTA;
- take the initiative in legislative developments, especially those associated with funding for higher education;
- ensure the continued financial soundness of TJCTA;
- prepare TJCTA and its members to meet the professional challenges of the '90s.

—ENRIQUE K. CHAMBERLAIN

CANDIDATES FOR TREASURER

Scott A. Nelson

North Harris County College
East Campus

Educational Background: North Texas State University (BS, 1972; MS, 1976); University of Houston (Ph.D., 1987); additional graduate work at The University of Texas and the University of Virginia.

Professional Experience: History teacher, San Saba ISD (1973-74); History and Government teacher, Denton ISD (1974-77); Instructor of Government, Kilgore College (1977-84); Adjunct Instructor, The University of Texas at Tyler (1984); Instructor of Political Science, North Harris County College–East Campus (1984-present).

Leadership Experience: Chairperson, TJCTA Legislative Committee (1988-89, 1989-90); Chairperson, TJCTA Editorial Review Board (1986-87); *TJCTA Messenger* Political Interviews with Lieutenant Governor Bill Hobby, Governor Bill Clements, Comptroller of Public Account Bob Bullock (with Larry Shirts and David Clinkscale, 1986-89); North Harris County College Faculty Senate President (1984-85); NHCC Southern Association of Colleges and Schools "Self-Study" Chairperson on Institutional Purpose (1989-90); NHCC College Council (1988-89); NHCC Faculty Senate Rights and Responsibilities Chairperson (1985-present).

Additional Information: Secretary, Junior and Community-College Political Action Committee (JACC-PAC); Member, Steering Committee (JACC-PAC); published articles on a variety of topics in the *TJCTA Messenger*, the *Houston Post*, the *Houston Law Review*, the *Texas Observer* and *Texas Monthly*— among others; Grantee, National Endowment for the Humanities Summer Seminar (1981, University of Virginia); Delegate to State Democratic Convention (1982, 1988); Woodland Hills Elementary School PTA (1985-present).

Enrique K. Chamberlain

North Lake College

Educational Background: Martin High School (1962); Laredo Junior College (1962-63); University of North Texas (BA, 1965); East Texas State University (MS, 1970); East Texas State University (Ed.D., 1982).

Professional Experience: Librarian, Dallas Independent School District (1965-67); El Centro College (1967-76); Eastfield College (1976-77), Intern as Dean of LRC, North Lake College (1977-present); Director of Library Services; Intern in Assistant Chancellor's Office (fall 1987).

Leadership Experience: TJCTA Campus Representative (1985-present); TJCTA Resolutions Committee (Member, 1986-87; Chairperson, 87-88); TJCTA Auditing Committee (1988-89); North Lake College Piper Professor Nominee (1987); Chairperson, Piper/President Scholar Committee (1984-88); Chairperson, North Lake College Sabbatical Review Committee (1984-present); Chairperson, Dallas County Community College District Library Directors (1988-89); Intern in DCCCD Assistant Chancellor's Office (fall 1987); North Lake College Campus Representative to District Conference Day Committee (1983-89); LRC Interest Group (Chairperson, 1986; Vice Chairperson, 1985); President, North Lake College Faculty Association (1983-85); Dallas Community College Faculty Association (President, 1983-84; Treasurer, 1984-85).

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1990-91 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: *"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."*

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1990-91.

Member's Signature ____________________

PRINT Name ____________________

College ____________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 7, 1990.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 13, 1990. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

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CONVENTION GENERAL SESSION SPEAKERS

NOTED HUMORIST TO ADDRESS OPENING SESSION

James "Doc" Blakely

The opening session of the 43rd annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 15, the event will be held in the Grand Ballroom of the headquarters hotel, the San Antonio Marriott Rivercenter.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the Association.

Featured speaker for the convention's opening session will be James "Doc" Blakely, noted humorist, author, and full-time professional speaker, of Wharton. "Humorous," "witty," "down-to-earth," are terms frequently used to describe Dr. Blakely. He has traveled extensively throughout the United States and in Australia, New Zealand, and Canada, delivering messages of inspiration and success riddled with his brand of good, clean humor. Dr. Blakely received his bachelor's degree from Sam Houston State University and earned the master's and Ph.D. degrees from the University of Missouri. Prior to embarking on his present career as a full-time platform speaker, he taught agriculture at Wharton County Junior College. He is a private pilot, syndicated columnist, and consulting editor for Prentice-Hall. In 1978, Dr. Blakely was elected by his peers to the 2,500-member National Speakers Association Hall of Fame. He has written and co-authored several books, the latest of which is *How the Platform Professionals Keep 'Em Laughin'*. In 1984, the Nightingale-Conant Corporation released a two-volume album entitled *The Executive Treasury of Humor*, featuring "Doc" Blakely as one of the top 12 humorists in America.

Tickets for the banquet will be sold for $20 and ***must be purchased in advance***. Banquet tickets will *not* be available at the door. Tickets may be ordered by mail, using the form below. Ticket orders should be received in the TJCTA state office by Feb. 9.

For those unable to attend the banquet but who wish to hear Dr. Blakely's address, seating will be available in the ballroom at 8:00 p.m.

REQUEST FOR BANQUET TICKETS

Please send __________ tickets (at $20 each) for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 15, 1990, at the Marriott Rivercenter Hotel in San Antonio.

My check in the amount of $______________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 13, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets are transferable.)

☐ Hold tickets to be picked up at the convention registration desk under my name.

☐ Mail tickets to me at the address shown below.

Name ______________________________

Address ______________________________

____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 9 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

"OPEN DOORS...OPEN MINDS" IS FRIDAY SESSION TOPIC

Sarah Weddington

Speaker for the Friday afternoon general session will be Sarah Weddington, an attorney in private law practice in Austin. Dr. Weddington will speak on the convention theme, "Open Doors...Open Minds."

Dr. Weddington graduated from The University of Texas School of Law in 1967. She was in private law practice in Austin from 1971 through 1977 and was certified by the State Bar of Texas as a family law specialist. She argued her first contested case, *Roe v. Wade*, before the United States Supreme Court, which decided the case in her client's favor in January 1973. She is thought to be the youngest woman ever to win a case in the U. S. Supreme Court.

In 1972, Dr. Weddington became the first woman from Travis County ever elected to the Texas House of Representatives. She served three terms before going to Washington in 1977 to serve in the administration of President Jimmy Carter. In 1977 and 1978, Dr. Weddington was General Counsel for the U. S. Department of Agriculture, directing a staff of 200 attorneys. From 1978 to 1981, she served as Assistant to the President. From her office just above the Cabinet Room in the West Wing of the White House, she directed the Carter administration's work on women's issues and appointments and organized a series of information sessions for top state leaders.

From 1983 to 1985, Dr. Weddington was the top lobbyist in Washington for the state of Texas, serving as Director of the Office of State-Federal Relations.

In addition to her current law practice, Dr. Weddington teaches part-time at The University of Texas at Austin in the Departments of American Studies and Government. Each summer she is a Distinguished Lecturer at Texas Woman's University. Her class, "Women as Leaders," has drawn students from as far away as Iowa.

Dr. Weddington has also had national visibility through the media. From 1981 through 1983, she wrote a monthly column, "Washington Report," for *Glamour*. Her interview with three First Ladies, Lady Bird Johnson, Rosalynn Carter, and Betty Ford, appeared in the February 1988 *Good Housekeeping*. She has appeared as a guest on such programs as "Today," "Good Morning, America," and "CBS Morning News."

Dr. Weddington has received numerous honors and awards. *Time* magazine named her one of the "Outstanding Young American Leaders." *Ladies Home Journal* presented her with its "Woman of the Future" award. She was selected as one of the ten "Outstanding Women in America" in 1979.

Dr. Weddington's address will be delivered at the convention's second general session, scheduled to begin at 2:00 p.m., Friday, Feb. 16, in the Grand Ballroom of the San Antonio Marriott Rivercenter hotel. She will also be the featured speaker at the Government Section meeting on Saturday morning at 10:30. Her topic at that session will be "Leaders in Training."

TJCTA ATTORNEY TO ADDRESS PROFESSIONAL DEVELOPMENT SEMINAR

Legal issues affecting community junior college educators will be the topic for discussion at the professional development seminar during the annual TJCTA convention in San Antonio. The seminar will be offered at 7:30 a.m., Friday, Feb. 16, in Conference Room 17 of the convention headquarters hotel, the Marriott Rivercenter; and the presentation will be repeated in the same room at 12:30 p.m., the same day.

Frank W. Hill

Featured speaker will be Frank W. Hill, senior partner in the law firm of Hill, Heard, Oneal, Gilstrap & Goetz, in Arlington. In his prepared remarks, Mr. Hill will discuss major legal topics affecting educators, including academic freedom, First Amendment rights, and property and liberty issues involved in employment matters. Time will be left for questions from the audience.

Mr. Hill holds the bachelor's degree in English from The University of Texas at Arlington and received his law degree from Southern Methodist University School of Law in 1966. Following graduation from law school, he joined the staff of the Civil Rights Division of the U. S. Department of Justice, with primary responsibilities in the Deep South. In 1969 he returned to Texas and entered the private practice of law. He started his own firm in 1972 and quickly established himself as a specialist in legal matters regarding teachers. His law firm now includes more than 25 practicing attorneys. Mr. Hill has been TJCTA's attorney since 1973.

Arrangements for the seminar were made by the TJCTA Professional Development Committee, chaired by Thomas L. O'Kuma, Lee College.

HONORS PROGRAMS TO BE DISCUSSED

Matt Campbell

Don VandeWalle

David B. White

A special session on honors programs in community junior colleges has been arranged during the TJCTA convention. The meeting is scheduled from 4:15 to 5:45 p.m., Friday, Feb. 16, in Conference Room 7 of the San Antonio Marriott Rivercenter hotel.

Topic for discussion will be "Honors in the Community College." A panel of five noted community college honors directors from around the nation will speak. Following remarks by panel members, the meeting will be opened for discussion among the participants. Panelists will includeMatt Campbell, Johnson County Community College (Overland Park, Kansas); Dwight Huber, Amarillo College; A. Theodore Kachel, Tulsa (Oklahoma) Junior College; Don VandeWalle, Kansas City Kansas Community College; and David B. White, Glendale (California) Community College.

Brian K. Dille, of Odessa College, made plans for the session. In a letter to college officials, Mr. Dille invited institutions already offering honors courses as well as those contemplating initiating honors programs to send representatives to the meeting in San Antonio.

"UNITY OUT OF DIVERSITY" IS TOPIC FOR PRESIDENTS

The annual luncheon meeting of the Texas Junior College Association is scheduled for Friday, Feb. 16, from 12:00 Noon to 1:30 p.m., in Conference Room 8 of the Marriott Rivercenter hotel in San Antonio. TJCA is an organization of institutions, represented by each college's chief administrative officer. The group meets each year in conjunction with the TJCTA convention.

Bonnie C. Hellums

Featured speaker for the session will be Bonnie Crane Hellums, currently a practicing attorney in Houston, and formerly director of student activities at Rice University. Topic of her remarks is "Unity Out of Diversity: The Challenge of Leadership for the '90s."

Dr. Hellums earned the bachelor of arts degree in psychology and religion from Southern Methodist University, the master of education in counseling and psychology from the University of Illinois, and the law degree from South Texas College of Law. She is active in numerous professional, civic, and religious organizations. She directs a consulting service which specializes in personal counseling, marriage counseling, sex education, and divorce mediation. She also provides counseling in drug and alcohol abuse cases and presents workshops on codependency.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention in San Antonio. Committee member Annie M. Jewett, Tarrant County Junior College–Northeast Campus, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. Also serving on the subcommittee is John H. Clyburn, Galveston College. Other members of the Membership Services Committee will help staff the center during the convention.

This will be the fourteenth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted.

In a joint letter from Mrs. Jewett and TJCTA President Emmeline Dodd, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the third floor foyer of the convention headquarters hotel, the San Antonio Marriott Rivercenter. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 16, and from 8:00 to 11:00 a.m., Saturday, Feb. 17.

TJCTA members who wish to do so are invited to send resumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the resumés and obtain information about potential candidates for staff openings. Resumés should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Resumés should be mailed in time to be received by Feb. 12. After that date, members may take their resumés directly to the placement center at the convention site.

Following the convention, job listings and resumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

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ANATOMY AND PHYSIOLOGY
Rod Seeley, Trent Stephens, and Philip Tate
1989 (4430-5)

In this outstanding new text, the authors employ a conceptual approach to highlight physiological and anatomical relationships between different elements to demonstrate how these elements function together in the human organism.

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Wayne A. Payne and Dale B. Hahn
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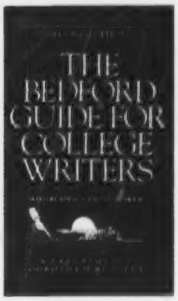

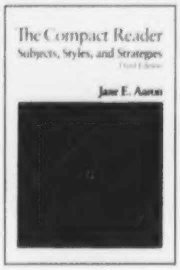

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Ann Charters, *University of Connecticut*

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X.J. Kennedy and Dorothy M. Kennedy

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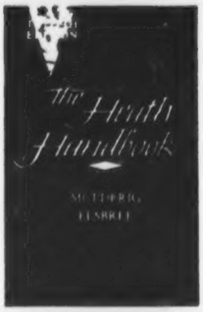

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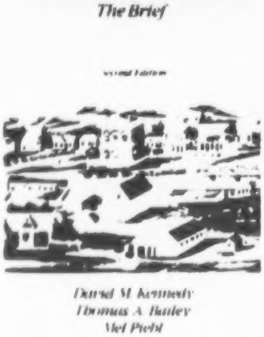

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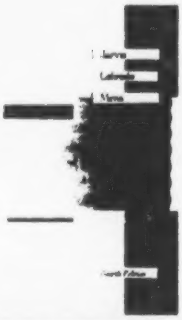

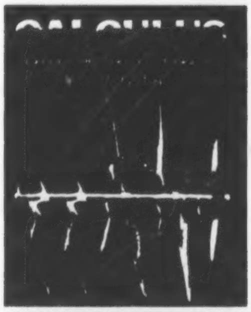

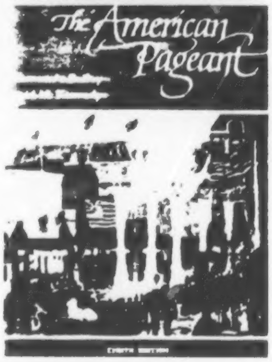

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43rd Annual Convention
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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MARRIOTT RIVERCENTER HOTEL **FEBRUARY 15-17, 1990** **SAN ANTONIO, TEXAS**

Convention Theme:

"Open Doors...Open Minds"

Convention-At-A-Glance

THURSDAY—FEBRUARY 15, 1990

8:00 a.m.– 5:00 p.m.	Special Meetings (to be announced)
12:00 Noon–10:00 p.m.	Convention Registration—Third Floor Foyer
1:00– 4:00 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00– 5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons—Conference Room 16
6:30– 7:30 p.m.	Informal Reception—Salon E, Grand Ballroom
7:30– 9:30 p.m.	BANQUET AND FIRST GENERAL SESSION—Salon E, Grand Ballroom

FRIDAY—FEBRUARY 16, 1990

6:00 a.m.	Fitness Walk and Run—Meet in Marriott Rivercenter Hotel Lobby
6:00 a.m.	Aerobics—Marriott Rivercenter Hotel Health Center
7:30– 8:45 a.m.	Financial Planning Seminar—Salon C, Grand Ballroom (repeated at 12:30 p.m.)
7:30– 8:45 a.m.	Professional Development Seminar—Conference Room 17 (repeated at 12:30 p.m.)
8:00 a.m.– 5:00 p.m.	Convention Registration—Third Floor Foyer
8:00 a.m.– 5:00 p.m.	Exhibits Open—Third Floor
8:00 a.m.– 5:00 p.m.	Polls Open (Election of Officers)—Third Floor Foyer
9:00– 10:30 a.m.	Section Meetings for Some Sections
10:45 a.m.–12:15 p.m.	Section Meetings for Remaining Sections
12:30– 1:45 p.m.	Financial Planning Seminar—Salon C, Grand Ballroom (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Professional Development Seminar—Conference Room 17 (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Symposium on Educational Computing—Salon B, Grand Ballroom
2:00– 4:00 p.m	SECOND GENERAL SESSION—Salon E, Grand Ballroom
4:15– 5:45 p.m.	Retirement Seminar—Conference Room 17
4:15– 5:45 p.m.	Wellness Program Networking—Conference Room 16
4:15– 5:45 p.m.	"Honors in the Community College"—Conference Room 7
5:00– 7:00 p.m.	Reception hosted by Houghton Mifflin Company–College Division—Salon E, Grand Ballroom *(Admission by convention badge only)*
9:00 p.m.– 1:00 a.m.	Dance for TJCTA Members and Invited Guests—Salon E, Grand Ballroom *(Admission by convention badge only)*

SATURDAY, FEBRUARY 17, 1990

7:00 a.m.	Fitness Walk and Run—Meet in Marriott Rivercenter Hotel Lobby
7:00 a.m.	Aerobics—Marriott Rivercenter Hotel Health Center
8:00–11:30 a.m.	Convention Registration—Third Floor Foyer
8:00–11:30 a.m.	Exhibits Open—Third Floor
9:00–10:15 a.m.	Section Meetings for Some Sections
10:30–11:45 a.m.	Section Meetings for Remaining Sections
11:45 a.m.	Adjournment
12:00 Noon– 3:00 p.m.	Special Meetings (to be announced)

TJCTA COMMITTEE MEETINGS
Thursday, February 15, 1990
Marriott Rivercenter Hotel

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee	1:00–3:00 p.m.—Conference Room 13
Legislative Committee	1:00–3:00 p.m.—Conference Room 14
Membership Services Committee	1:00–3:00 p.m.—Conference Room 15
Editorial Review Board	1:00–3:00 p.m.—Conference Room 10
Auditing Committee	2:00–3:00 p.m.—Conference Room 16
Resolutions Committee	3:00–4:00 p.m.—Conference Room 16
Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons	4:00–5:00 p.m.—Conference Room 16
Ad Hoc Election Committee	9:30–10:00 p.m.—Conference Room 19

SPECIAL MEETINGS

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, Feb. 15, 8:00 a.m.–12:00 Noon—Salon D, Grand Ballroom—Chairperson: Dale F. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

Business/Computer Information Processing/Office Occupations Division Directors and Chairpersons—Thursday, Feb. 15, 8:30 a.m.–3:00 p.m.—Salon A, Grand Ballroom—Co-Chairpersons: Marilyn St. Clair and Laura Wiggs, Weatherford College

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 15, 2:00–5:00 p.m.—Conference Room 5—Larry K. Patterson, Amarillo College, Chairperson

Placement Association of Texas—Friday, Feb. 16, 12:30–1:45 p.m.—Conference Suite 514—M. L. Gold, President

Texas Association for Staff, Program, and Organizational Development (TASPOD), Friday, Feb. 16, 12:30–1:45 p.m.—Conference Room 3—Robert C. Adams, Western Texas College, President

Texas Mathematical Association of Two-Year Colleges (TexMATYC)—Friday, Feb. 16, 4:15–5:45 p.m.—Conference Room 11—Tommy Thompson, Brookhaven College, President

Retirement Seminar (for retired and soon-to-be-retired members)—Friday, Feb. 16, 4:15–5:45 p.m.—Conference Room 17—"Social Security: What It Means to Me Now and When I Retire," Betty Grubbs, retired Social Security employee; "Health Care Coverage: What Should I Choose?" Peggy Peterson, President, San Antonio Gerontology Enterprise, Inc.; "Elderhostel Travel Programs," Mitchell Grossman, Professor of Government *Emeritus*, San Antonio College

Wellness Program Networking—Friday, Feb. 16, 4:15–5:45 p.m.—Conference Room 16—Informal discussion for administrators, faculty, and staff from schools with wellness programs or those interested in establishing such programs—Beverly F. Triana-Tremain, Wellness Director, Collin County Community College, and Deborah A. Youngblood, Wellness Coordinator, San Jacinto College–Central Campus

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 16, 4:15-5:45 p.m.—Conference Room 9—Clifford Wood, Grayson County College, State Advisor

STARLINK Update and Dialog—Friday, Feb. 16, 4:15–5:45 p.m.—Conference Room 15—Ron Thomson, STARLINK Director, and Ronald G. Brey, Director of Non-Traditional Instruction, Austin Community College

"Honors in the Community College"—Friday, Feb. 16, 4:15–5:45 p.m.—Conference Room 7—Chairperson, Brian K. Dille, Odessa College. Panel Members: Matt Campbell, Johnson County Community College (Kansas); Dwight Huber, Amarillo College; A. Theodore Kachel, Tulsa Junior College; Dan VandeWalle, Kansas City Kansas Community College; and David B. White, Glendale (California) Community College

TEXAS JUNIOR COLLEGE ASSOCIATION
Annual Luncheon Meeting
Friday—February 16—12:00 Noon–1:30 p.m.
Conference Room 8 — Marriott Rivercenter Hotel
Bob E. Riley, Howard College, President
"Unity Out of Diversity: The Challenge of Leadership for the '90s"
Guest Speaker: Bonnie Crane Hellums
Counselor and Attorney-at-Law, Houston

CONVENTION GENERAL SESSIONS

First General Session

Thursday, February 15, 7:30 p.m. .... Grand Ballroom
Presiding .... Emmeline Dodd, College of the Mainland, President, Texas Junior College Teachers Association
Business Session
ADDRESS .... JAMES "DOC" BLAKELY

Second General Session

Friday, February 16, 2:00 p.m. .... Grand Ballroom
Presiding .... Emmeline Dodd, College of the Mainland President, Texas Junior College Teachers Association
Remarks .... Nina Schwartz, Collin County Community College, State President, Phi Theta Kappa
Business Session
ADDRESS—"Open Doors...Open Minds" .... SARAH WEDDINGTON, Attorney-at-Law, Austin

CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1990 convention:

Professional, Associate, Student, and Unaffiliated Members	$ 20
Immediate Family of Registered Members *(provided the guests are not themselves eligible for professional membership)*	No charge
Guests of the Association:	
Program Speakers *(not eligible for professional membership)*	No charge
Representatives of Exhibitors *(not eligible for professional membership)*	No charge
All Others	$ 45

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO PRESENT CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Most sections will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.)

ACCOUNTING

Co-Chairpersons: JAMES D. SLOAN, JR., Austin Community College and CRAIG W. CHRISTOPHERSON, Richland College

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 11

"Unique Approaches to Teaching Accounting," Carl S. Warren, CPA, Arthur Andersen & Co. Alumni Professor of Accounting, University of Georgia

Saturday, 9:00–10:15 a.m.—Conference Room 11

"Teaching Ethics in the Accounting Classroom," Kermit D. Larson, Arthur Andersen & Co. Alumni Professor of Accounting, The University of Texas at Austin

AERONAUTICAL TECHNOLOGY

Chairperson: WAYNE E. (ED) EADES, St. Philip's College

Friday, 9:00–10:30 a.m.—Conference Room 19

"Cylinder Remanufacture and the 'Cermicrome Process,'" Jimmy Tubbs, Vice President for Engineering, Engine Components, Inc., San Antonio

Saturday, 10:30–11:45 a.m.—Conference Room 19

"Aircraft Structural Integrity and Damage Tolerance Analysis," Mark Reinke, Systems Engineer, Engineering Division, Kelly Air Force Base

AGRICULTURE

Chairperson: RANDALL H. WILLIAMS, Vernon Regional Junior College

Friday, 9:00–10:30 a.m.—Conference Room 13

"Ultrasound Applications in Animal Science," Lorna Pelton, Director, Livestock and Carcass Evaluation Service, Ultrasound Division, Texas Agricultural Extension Service, Texas A&M University

Saturday, 10:30–11:45 a.m.—Conference Room 13

"Texas Department of Agriculture—Promoting Agriculture Education in Texas Community Junior Colleges," Arnold Garcia, Director, Southwest District, Texas Department of Agriculture, San Antonio

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Co-Chairpersons: WOODROW WILSON and ARTHUR A. PORTER, JR., St. Philip's College

Friday, 10:45 a.m.–12:15 p.m.—Conference Suite 530

"Look at Yesterday, Today, and Future Amprobe Instrumentation," Steve Solomon, Manufacturer Representative, Amprobe

Saturday, 9:00–10:15 a.m.—Conference Room 3

"Trane Variable Speed Condensing Unit," Ray Ince, Jr., Ince Distributing, Inc.

ART

Chairperson: DENNY T. FRAZE, Amarillo College

Friday, 9:00 a.m.–12:00 Noon

Tour of San Antonio Museum of Art (Introduction presented by Jim Edwards, Brown Curator of Contemporary Art, San Antonio Museum of Art)

(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 12:00 Noon.)

Saturday, 9:00 a.m.–12:00 Noon

Tours of the San Antonio Art Institute and McNay Museum of Art (Tour of Art Institute led by Bill FitzGibbons, Associate Professor, San Antonio Art Institute)

(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 12:00 Noon.)

ASSOCIATE DEGREE NURSING

Chairperson: NAOMI P. BRACK, Amarillo College

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 5

"The Three-Year Master's Degree Program," Jeanette Hartshorn, School of Nursing, The University of Texas at San Antonio; and James Sorenson, Incarnate Word College

Saturday, 9:00–10:15 a.m.—Conference Room 5

"National Center for Associate Degree Nursing Education and Service," Hector H. Gonzalez, Chairperson, Associate Degree Nursing Department, San Antonio College

AUTOMOTIVE SERVICES

Chairperson: EDWARD E. HESTER, JR., Cedar Valley College

Friday, 9:00–10:30 a.m.—Conference Room 2

"The Use of Computers in the Automotive Technology Classroom," Daniel N. Wickware, Northeast Texas Community College

Saturday, 10:30–11:45 a.m.—Conference Room 2

"Dealing With Hazardous Waste from the Automotive Reactor," Steve Thomasson, Manufacturer Representative for waste disposal equipment

BIOLOGY

Chairperson: VICTOR O. TREVINO, San Antonio College

Friday, 9:00 a.m.–12:00 Noon

Behind the Scenes Tour at Sea World of Texas (Participation limited to biology faculty; $5.50 admission required at Sea World)

(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 12:00 Noon.)

Saturday, 9:00–10:15 a.m.—Conference Room 8

"Current and Future Techniques in Forensic Analysis and DNA Testing," Fred S. Zain, Chief Forensic Serologist, Bexar County

BUSINESS ADMINISTRATION

Co-Chairpersons: LENORA I. KURTZ and JANIS L. FOX, Del Mar College

Friday, 9:00–10:30 a.m.—Salon C, Grand Ballroom

"Developing a Truly Competitive Organization: A Top-to-Bottom, Inside-Out Endeavor," Michael H. Mescon, Regents' Professor of Human Relations, Georgia State University

Saturday, 10:30–11:45 a.m.—Salon C, Grand Ballroom

"Managing Human Resources to Create a Competitive Advantage," Lloyd S. Baird, Associate Professor of Management, School of Management and Human Resources Policy Institute, Boston University

CHEMISTRY

Chairperson: WILLIAM T. HALEY, JR., San Antonio College

Friday, 9:00 a.m.–12:00 Noon

Behind the Scenes Tour at Sea World of Texas—A 90-minute tour of the test labs, training areas, and treatment areas (Participation limited to chemistry faculty; $5.50 admission required at Sea World)

(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 12:00 Noon.)

Saturday, 10:30–11:45 a.m.—Conference Room 7

"Modern Theory of pH Determination and the Use of Ion-Selective Electrodes in the Laboratory," Ned Morgan, Regional Manager, Beckman Instruments

COMPENSATORY / DEVELOPMENTAL EDUCATION

Chairperson: FRANCES L. McMURTRAY, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 6

"Critical Thinking: What Is It Anyhow?", Richard L. Oliver, Director of Developmental Education, San Antonio College

Saturday, 9:00–10:15 a.m.—Conference Room 6

"Steps to Plan and Develop an Instructional Microcomputer Laboratory," M. Charlotte Wolf, Professor of Reading and Education, San Antonio College

COMPUTER CENTER DIRECTORS

Chairperson: CHARLES W. (BILL) BANE, McLennan Community College

Friday, 9:00–10:30 a.m.—Conference Suite 542

"Telecommunications: A Primer in Fiber Optics"

COMPUTER INFORMATION PROCESSING

Chairperson: JODANE AUTRY, Collin County Community College

Friday, 10:45 a.m.–12:15 p.m.—Salon C, Grand Ballroom

"Curriculum Changes in Computer Education," George C. Fowler, Associate Professor, College of Business Administration, Texas A&M University

Saturday, 9:00–10:15 a.m.—Salon C, Grand Ballroom

"Texas and the Computer Education Curriculum: Trends, Issues, and Myths," Panel Discussion: Robert W. Day, Texas Higher Education Coordinating Board; Ronald P. Kern, Collin County Community College; Don Wisener, Sul Ross State University

COSMETOLOGY

Chairperson: LYDIA R. (BECKY) STAFFORD, San Jacinto College–Central Campus

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 9

Demonstration: Jerry Spivac, New Image Salon Systems

Saturday, 9:00–10:15 a.m.—Conference Room 9

"Neurolinguistics," Kathleen D. Longshore, NLP Master Programmer and Licensed Professional Counselor

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: MORRIS J. PASCHALL, Brazosport College

Friday, 9:00–10:30 a.m.—Conference Room 8

"Student Development in the 21st Century: Service or Disservice?"—Panel Discussion: Joe Dameron, Department of Counselor Education, University of North Texas; John R.

Pickelman, President, Galveston College; James L. Taylor, Vice President for Student Services and Institutional Research, Temple Junior College

Saturday, 10:30–11:45 a.m.—Conference Room 8

"TASP Law: Is the Jury Still Out?", Kevin O'Hanlon, Assistant Attorney General of Texas. Panelists: Joanne E. Keeley, Chairperson for Student Retention, Austin Community College; Allan R. Nowotny, Coordinator of Assessment and Testing, and Richard Oliver, Director of Academic Support Services, San Antonio College; Stephanie R. Meinhardt, Coordinator of Assessment and Testing, Collin County Community College–Spring Creek Campus

COURT REPORTING

Chairperson: MARY H. KNAPP, Alvin Community College

Friday, 9:00–10:30 a.m.—Conference Suite 514

"Innovative Court Reporting Instruction: Methods of Teaching Medical and Legal Terminology, Speed Building, Simulated Court Situations, Internships, and Computer Applications," Mary H. Knapp, Alvin Community College

Saturday, 10:30–11:45 a.m.—Conference Suite 514

"Court Reporting Instruction for the Future: Consideration of Type of CAT Theory To Be Used, Methods of Teaching Theory, and Advanced Speeds and Applications Through Projects," Mary H. Knapp, Alvin Community College

CRIMINAL JUSTICE

Chairperson: LARRY D. NICHOLS, South Plains College

Friday, 9:00–10:15 a.m.

Community College Criminal Justice Educators of Texas Tour of San Antonio Correctional Facility. Tour Guide: Roland C. Bower, San Antonio College

(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 10:15 a.m.)

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 13

"Criminal Justice in the 21st Century: The Use of Future Methodologies in the Classroom," George F. Cole, Professor of Political Science, University of Connecticut

Saturday, 9:00–10:15 a.m.—Conference Room 13

"Jail Liability Issues in Corrections and Special Concerns in Privatization," Ron Champion, Central Texas Parole Violator Facility, Wackenhut Corrections Corporation, Kyle

DEVELOPMENTAL READING

Chairperson: JANITH V. STEPHENSON, College of the Mainland

Friday, 9:00–10:30 a.m.—Conference Room 6

"Critical Thinking and Critical Literacy: Partners in Educational Success," John Chaffee, Professor of Humanities and Director, Critical Thinking and Reasoning Studies, LaGuardia Community College, City University of New York

Saturday, 10:30–11:45 a.m.—Conference Room 6

"Learning-Disabled Student! What'll I Do?", Jeanne H. Brewer, Director, Learning Disabled Program, Richland College

ECONOMICS

Chairperson: HAROLD R. HUTH, Blinn College

Friday, 10:45 a.m–12:15 p.m.—Conference Room 1

"Implications of the United States Trade Deficit," Roy J. Ruffin, Professor of Economics, University of Houston

Friday, 12:15–1:30 p.m.—Luncheon (hosted by McGraw-Hill Book Company—College Division)—Conference Room 1

"Principles of Economic Education," William Walstad, Professor of Economics, University of Nebraska.

Saturday, 9:00–10:15 a.m.—Conference Room 1

"The Economics of the Drug War," Timothy Tregarthen, Professor of Economics, University of Colorado

ELECTRONICS

Chairperson: GUS D. RUMMEL, American Educational Complex

Friday, 10:30 a.m.–12:00 Noon—Tony Roma's restaurant, river level of Rivercenter Mall

*Luncheon meeting. Speaker, Craig Johnson, Technical Advisor to the Commander, Electronics Warfare Center, Kelly Air Force Base

Friday, 6:00–8:00 p.m.—Tower of the Americas restaurant, Hemisfair Plaza

*Dinner meeting. An aerial introduction to San Antonio and its landmarks

Saturday, 8:00–9:30 a.m.—Garcia's restaurant, river level of Rivercenter Mall

*Breakfast meeting. Speaker, Craig Johnson, Technical Advisor to the Commander, Electronics Warfare Center, Kelly Air Force Base

***Meal reservations must be made in advance. Contact Gus Rummel at Area Code 817, 526-1119.**

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY

Chairperson: MICHAEL D. PSENCIK, San Antonio College

Friday, 9:00–10:30 a.m.—Conference Room 3

"Effects of Hardware and Software on Engineering Graphics in the 1990s," John T. Demel, Professor and Chairman, Department of Engineering Graphics, Ohio State University

Saturday, 10:30–11:45 a.m.—Conference Room 3

"Plotter Supplies and Their Effect on the CAD Industry," Les Hall, editor of Computerized Drafting and Design Newsletter

ENGLISH

Chairperson: CHESTER F. PHILLIPS, JR., Trinity Valley Community College

Friday, 10:45 a.m.–12:15 p.m.—Salon B, Grand Ballroom

"Using Periodicals in Freshman English and Developmental English Classrooms," David Milburn, National Sales Manager, Circulation Student Marketing, *Newsweek*

Saturday, 9:00–10:15 a.m.—Salon B, Grand Ballroom

"Teaching to TASP: Should We? Could We?", Robert Perrin, Director of Writing Programs and Writing Center, Indiana State University

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: JOSEPH DUNWOODY, JR., San Antonio College

Friday, 9:00–10:30 a.m.—Conference Room 16

"Picture Writing: From Basic Literacy to Academic Writing," Joyce E. Powell and Olivia Villagra, ESL instructors, North Lake College

"Reading the Writing Across the Curriculum"—Panel Discussion: Curtis W. Hayes, Professor of Applied Linguistics, The University of Texas at San Antonio; Joyce E. Powell and Olivia Villagra, ESL instructors, North Lake College; Carol Swanson, ESL Coordinator, San Antonio College

Saturday, 10:30–11:45 a.m.—Conference Room 16

"Responding to Poetry/Writing Poetry: An Aesthetic Approach in the ESL Classroom," Sarah B. Laird and Peggy Alexander, ESL instructors, San Antonio College

FASHION MERCHANDISING

Chairperson: PATRICIA A. HERTENBERGER, Alvin Community College

Friday, 9:00–10:30 a.m.—Conference Suite 530

Round-Table Discussion of Current Issues and Problems in Fashion Merchandising Programs

FOREIGN LANGUAGE

Chairperson: GILBERTO HINOJOSA, Tarrant County Junior College–Northeast Campus

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 16

"An Integrative Approach—Background and Application (A Hands-On Workshop)," Lucia Caycedo Garner, Senior Lecturer, University of Wisconsin; Marcela Dominguez, University of California at Los Angeles

Saturday, 9:00–10:15 a.m.—Conference Room 16

"Articulation and Other Priorities in the Foreign Language Profession Today," Barbara Gonzalez Pino, Associate Professor of Second Language Education and Spanish, The University of Texas at San Antonio

GEOLOGY AND GEOGRAPHY

Co-Chairpersons: ARTHUR R. TROELL and ROBERTO GARZA, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Conference Suite 514

"Surface Geology of Bexar County: An Audio-Visual Presentation," Arthur R. Troell, Geology Instructor, San Antonio College

Saturday, 8:00–11:45 a.m.

Field Trip: "Surface Geology of Bexar County"—Arthur R. Troell, Geology Instructor, San Antonio College *(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 8:00 a.m., and return by 11:45 a.m.)*

GOVERNMENT

Chairperson: JOHN R. FORSHEE, Dallas County Community College District–Service Center

Friday, 9:00–10:30 a.m.—Conference Room 17

"Judicial Selection in Texas," Thomas R. Phillips, Chief Justice, Supreme Court of Texas

Saturday, 10:30–11:45 a.m.—Conference Room 17

"Leaders in Training," Sarah Weddington, Attorney-at-Law, Austin

HEALTH OCCUPATIONS

Chairperson: CAROLYN A. PATINO, San Antonio College

Friday, 9:00–10:30 a.m.—Conference Room 11

"Therapeutic Touch," Cecilia Kinsel, San Antonio College

Saturday, 10:30–11:45 a.m.—Conference Room 11

"Occupational Safety and Health Administration (OSHA) Guidelines and Care of AIDS Patients"

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chairperson: JERRY L. DUDLEY, Howard College

Friday, 9:00–10:30 a.m.—Conference Room 9

"Directions for the '90s," John B. Gratton, Director of Health Science and Kinesiology, Bee County College

Saturday, 10:30–11:45 a.m.—Conference Room 9

"Physical Education at Odessa College in the '90s," James C. Carlson, Intercollegiate Sports Athletic Trainer, Odessa College

HISTORY

Chairperson: MARILYN D. RHINEHART, North Harris County College–South Campus

Friday, 10:45 a.m.–12:15 p.m.—Salon A, Grand Ballroom

"Resurrecting the Art of Teaching History in the College Classroom"

"Narrative History and the Survey: Natural Enemies?", James West Davidson, Historian and Author

"'Involve Me, and I'll Learn': Active Learning in the College History Classroom," Julie Roy Jeffrey, Elizabeth Todd Professor of History, Goucher College (Maryland)

Friday, 12:15–1:30 p.m.—Luncheon (hosted by McGraw-Hill Book Company—College Division)—Salon A, Grand Ballroom

"The Manhattan Project: Teaching History through Documents," Michael B. Stoff, Professor of History, The University of Texas at Austin

Saturday, 9:00–10:15 a.m.—Salon A, Grand Ballroom

"The Impact of Spanish/Mexican Culture Revisited: Challenging Traditional Views in Texas and U. S. History Textbooks in the Light of the Quincentenniel," Gerald E. Poyo, Research Associate, The Institute of Texan Cultures; Gilberto M. Hinojosa, Associate Professor of History and Assistant Vice President for Academic Affairs, The University of Texas at San Antonio

HORTICULTURE

Chairperson: WILLIAM K. (SAM) HURLEY, Trinity Valley Community College

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 19

"Texas Bluebonnets," Jerry Parsons, Horticulture Specialist, Texas Agricultural Extension Service, San Antonio *(Free passes to the San Antonio Botanical Gardens and Conservatory will be given to those attending the Horticulture Section meeting.)*

Saturday, 9:00–10:15 a.m.—Conference Room 19

"Greenhouse Technology and Production," Tracy Barrow, Sales Representative, Stuppy Greenhouse Mfg., Inc., Kansas City, Missouri *(Free passes to the San Antonio Botanical Gardens and Conservatory will be given to those attending the Horticulture Section meeting.)*

JOURNALISM

Chairperson: LARRY C. THOMPSON, Northeast Texas Community College

Friday, 9:15 a.m.–12:30 p.m.

Tour of Newspapers: *San Antonio Express-News* and *San Antonio Light* (discussions with editorial staff, "Preparing Students for Careers in Journalism")

(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel at 9:15 a.m., and will return by 12:30 p.m.)

Saturday, 10:30–11:45 a.m.—Conference Room 15

Potpourri: Round-Table Discussion (Participants are asked to bring sample copies of student publications produced at their institutions.)

LEARNING RESOURCES

Chairperson: ANNA R. HOLZER, Tarrant County Junior College–Northwest Campus

Friday, 9:00–10:30 a.m.—Conference Room 14

"Indexing Local Contemporary Topics in the *San Antonio Express-News* Using Cindex," Candace A. Peterson, Periodicals Librarian, San Antonio College

Saturday, 10:30–11:45 a.m.—Conference Room 14

"The Team Effort: Producing an Instructional Videotape for Library Orientation," M. Patricia Webb, Director of Instructional Media, and Janet S. Key, Public Services Librarian, Tarrant County Junior College–Northeast Campus

MATHEMATICS

Chairperson: NINA L. VERHEYDEN, Kilgore College

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 17

"Effects of TASP: One Year After Implementation"—Panel Discussion: Mike Kerker, Texas Higher Education Coordinating Board; Joe Cude, Tarleton State University, J. Doug Richey, Northeast Texas Community College; Vivian A. Dennis, Eastfield College; Patricia A. Juelg, McLennan Community College; Sharon T. Sledge, San Jacinto College–Central Campus; James J. Corbett, Alvin Community College

Saturday, 9:00–10:15 a.m.—Conference Room 17

"Precalculus and Calculus for the New Century—Today!", Bert K. Waits, Professor of Mathematics, Ohio State University, Director, Ohio Early College Math Placement Testing Program (EMPT), and Co-Director, Calculator and Computer Precalculus Project (C^2CP)

MUSIC

Chairperson: MICHAEL J. CRAWFORD, Collin County Community College

Friday, 9:00–10:30 a.m.—Conference Room 15

"The Electronic Explosion: Developing a Music Curriculum for the Future"—Panel Discussion: Russ Benzamin, former Chairperson, Music Department, Cedar Valley College; Jack Laumer, Music Department, Southwest Texas State University; Joe Reynolds, Audio Engineering Instructor, Collin County Community College

Saturday, 9:30–11:45 a.m.

Tour of a San Antonio recording facility

(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel at 9:30 a.m., and will return by 11:45 a.m.)

PHILOSOPHY

Chairperson: AMY L. NEWMAN, Palo Alto College

Friday, 9:00–10:30 a.m.—Conference Room 10

"The Development of Self, Voice, and Mind Through the Philosophy Curriculum"—Panel Discussion: Amy L. Newman, Instructor of Philosophy, Palo Alto College; Ann L. Riordan, Associate Professor of Philosophy, St. Philip's College; Bernadette O'Connor, Associate Professor of Philosophy, St. Mary's University

Saturday, 10:30–11:45 a.m.—Conference Room 10

Round-Table Discussion: "Teaching the Introductory Ethics Course in the 1990s"

PHYSICS AND ENGINEERING

Chairperson: JOSEPH E. KINGCADE, JR., Blinn College

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 15

"Instrumentation and Laboratory Improvement Grants," Nina Roscher, Program Director, Division of Undergraduate Science, Engineering, and Mathematics Education, National Science Foundation

Saturday, 9:00–10:15 a.m.—Conference Room 15

"Critical Issues in Physics Education in Two-Year Colleges," Joseph E. Kingcade, Jr., Blinn College

PSYCHOLOGY

Chairperson: JAMES W. COOK, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Salon D, Grand Ballroom

"Enlivening Introductory Psychology: Sure-to-Succeed Demonstrations, Videos, and Simulations," David G. Myers, John Dirk Werkman Professor of Psychology, Hope College (Michigan)

Friday, 12:15–1:30 p.m.—Luncheon (hosted by Holt, Rinehart and Winston and the Annenberg/CPB Project)—Salon D, Grand Ballroom

Saturday, 9:00–10:15 a.m.—Salon D, Grand Ballroom

"Critical Thinking About Critical Thinking," Carole Wade, Professor of Psychology, College of Marin (California)

RADIO / TELEVISION AND MEDIA

Chairperson: JERRY V. ZUMWALT, Navarro College

Friday, 10:45 a.m.–12:15 p.m.—Conference Suite 542

"Transferring the Media-Related Associate Degree," Mac R. Aipperspach, Director of Radio-Television, Del Mar College

Saturday, 9:00–10:15 a.m.—Conference Room 2

"Operating a College Broadcast/Cablecast Station," Fredric A. Weiss, Chairperson, Radio/TV/Film, San Antonio College *(Participants are invited to bring 5-minute VHS clips of department productions to showcase the work being done in Texas community junior colleges.)*

REAL ESTATE

Chairperson: PAUL METZGER, Houston Community College

Friday, 9:00–10:30 a.m.—Conference Room 4

"Quality Real Estate Education," Rebecca Osborne, Texas Real Estate Commission

Saturday, 10:30–11:45 a.m.—Conference Room 4

"Asset Planning," Len Ivins, President, Banc Pro Group

REGISTRARS

Chairperson: DALE HARDGROVE, San Jacinto College–Central Campus

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 14

"Update of Residency Requirements, Institutional Reporting, and Audit Requirements," Mack Adams, Assistant Commissioner for Student Services, and Kenneth Dalley, Director, Education Information Center, Texas Higher Education Coordinating Board; Barbara Turley or Ernest M. Pereyra, Jr., Office of the State Auditor

Saturday, 9:00–10:15 a.m.—Conference Room 14

"Document Management Imaging System," Harold Farris, Title III Activities Director, San Antonio College

SECRETARIAL SCIENCE

Chairperson: ELIZABETH ANN READER, Bee County College

Friday, 9:30 a.m.–12:15 p.m.

Tour of United Services Automobile Association (USAA) offices, Bonnie Thurman, Public Relations Director *(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:30 a.m., and will return by 12:15 p.m.)*

Saturday, 9:00–11:45 a.m.—Conference Room 12

9:00–10:15 a.m.—"A Practical Approach to Teaching Desktop Publishing," L. Joyce Arntson, Professor of Business and Computer Information Science, Irvine Valley College, Saddleback Community College District, Irvine, California, and Saddleback College, Mission Viejo, California

10:30–11:45 a.m.—"Keyboarding/Typewriting—The Opportunity for Decision," Randy R. Sims, Marketing Manager/Acquisitions Editor, South-Western Publishing Co.

SOCIOLOGY AND ANTHROPOLOGY

Chairperson: ROBERT M. PLATT, Tarrant County Junior College–South Campus

Friday, 9:00–10:30 a.m.—Salon B, Grand Ballroom

"The '60s Radicals—Where Are They Now?" Henry Tischler, Professor of Sociology, Framingham State College

Saturday, 10:30–11:45 a.m.—Salon B, Grand Ballroom

"All Dressed Up and No Place To Go: A Single Institutional Study of Women Theology Graduates," Cheryl Gray Kimberling, Professor of Sociology, Tarrant County Junior College–South Campus

SPEECH AND DRAMA

Co-Chairpersons: MARLA D. CHISHOLM and JACKIE A. GANSCHOW, Del Mar College

Friday, 9:00–10:30 a.m.—Conference Room 5

"Trends in the Interpersonal Classroom: A Discussion By Editors, Authors, and Instructors"—Marylin S. Kelly, Speech Instructor, McLennan Community College; Steve Eisen, Supplements and Media Editor, Harper & Row, Publishers; and Harriet Harral, Director of Employee and Organizational Development, City of Fort Worth

Saturday, 10:30–11:45 a.m.—Conference Room 5

"Using Experiential Teaching in the College Classroom: An Interactive Presentation," Roy Berko, Professor of Speech and Mass Communication, Towson State University (Maryland)

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)

Chairperson: RUBEN H. TORRES, San Antonio College

Friday, 9:00–10:30 a.m.—Conference Room 7

"New Accreditation Criteria: Implications for Continuing Educators," James T. Rogers, Executive Director, Commission on Colleges, Southern Association of Colleges and Schools

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

Chairperson: J. TOM SMITH, San Jacinto College–Central Campus

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 10

"Sexual Harassment: How Sound Are Your Policies and Procedures?", Kelly Frels, Attorney-at-Law, Bracewell & Patterson, Houston

Saturday, 9:00–10:15 a.m.—Conference Room 4

"Evaluation of Assessment Placement Procedures," Susan W. Pearson, Dean of Instruction and Student Services, North Harris County College–East Campus; and Aubrey Lewis, Director of Assessment, ACT Southwest Regional Office

TACCCSAA Business Meeting.

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: BRADFORD W. TIBBITTS, Weatherford College

President-Elect: DAVID VAN PARKER, Tarrant County Junior College–Northeast Campus

Thursday, 4:30–5:30 p.m.—Conference Room 13

TAJCCIA Executive Committee Meeting

Friday, 8:00 a.m.–12:00 Noon—Salon E, Grand Ballroom

Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)

8:00–8:30 a.m.—Registration

8:30–9:00 a.m.—"The Texas Academic Skills Program: Current Status," Mike Kerker, Program Director, Texas Higher Education Coordinating Board

9:00–11:00 a.m.—"Our Task After TASP," Horace F. Griffitts, Director of Research, Tarrant County Junior College District; Frank K. Lewis, Program Chairperson, English, Texas State Technical Institute–Harlingen; Marc A. Nigliazzo, Vice President and Dean of Instruction, Galveston College

11:00 a.m.–12:00 Noon—"Electronic Transcript Network: Model for Institutional Effectiveness," John R. Grable, President, and Donald W. Pugh, Dean of Academic Education, Brazosport College

Saturday, 7:30–11:45 a.m.—Salon E, Grand Ballroom

Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)

7:30–8:00 a.m.—Registration

8:00–9:15 a.m.—"The Highs and Lows of SACS Accreditation Visits," Karen A. Hattaway, Division Chairperson, Language Arts, San Jacinto College–North Campus; Harry L. Krenek, President, Western Texas College; Vance W. Gipson, President, Frank Phillips College

9:45–11:00 a.m.—"Southern Association of Colleges and Schools: Trends, Issues, Expectations," Gerald L. Cates, Associate Executive Director, Commission on Colleges, Southern Association of Colleges and Schools

11:00–11:45 a.m.—TAJCCIA Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: DOROTHY E. McNUTT, College of the Mainland

Program Chairperson: MARC A. NIGLIAZZO, Galveston College

Friday, 8:00 a.m.–12:00 Noon—Salon E, Grand Ballroom

Joint meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)

8:00–8:30 a.m.—Registration

8:30–9:00 a.m.—"The Texas Academic Skills Program: Current Status," Mike Kerker, Program Director, Texas Higher Education Coordinating Board

9:00–11:00 a.m.—"Our Task After TASP," Horace F. Griffitts, Director of Research, Tarrant County Junior College District; Frank K. Lewis, Program Chairperson, English, Texas State Technical Institute–Harlingen; Marc A. Nigliazzo, Vice President and Dean of Instruction, Galveston College

11:00 a.m.–12:00 Noon—"Electronic Transcript Network: Model for Institutional Effectiveness," John R. Grable, President, and Donald W. Pugh, Dean of Academic Education, Brazosport College

Saturday, 7:30 a.m.–1:00 p.m.—Salon E, Grand Ballroom

Joint meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)

7:30–8:00 a.m.—Registration

8:00–9:15 a.m.—"The Highs and Lows of SACS Accreditation Visits," Karen A. Hattaway, Division Chairperson, Language Arts, San Jacinto College–North Campus; Harry L. Krenek, President, Western Texas College; Vance W. Gipson, President, Frank Phillips College

9:45–11:00 a.m.—"Southern Association of Colleges and Schools: Trends, Issues, Expectations," Gerald L. Cates, Associate Executive Director, Commission on Colleges, Southern Association of Colleges and Schools

Saturday, 11:00 a.m.–1:00 p.m.—TAPSOEA Executive Committee Meeting—Conference Suite 530

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCCDEA)

Chairperson: NORMA L. ZIEGLER, San Antonio College

Friday, 10:45 a.m.–1:45 p.m.—Conference Room 12

Luncheon Meeting: Previous reservations required for lunch

"Implementing the CDA Council Model in Texas Community Colleges," Jeannette Watson, Board of Directors, Council for Early Childhood Professional Recognition, Washington, D.C.

Saturday, 9:00–10:15 a.m.—Conference Room 10

"Active Learners Need Active Instructors: Reach Out and Teach Someone!—Not Quite 100 Ways to Add Life to Your Classroom," Ellen Marshall and Cathleen F. McAuliffe, Child Development Department, San Antonio College

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

Chairperson: VERNELL E. WALKER, San Antonio College

Thursday, 10:00 a.m.–4:30 p.m.—Conference Room 12

10:00–11:00 a.m.—"Organizational Design," Terry Keown, Production Manager, Frito-Lay Company, Louisville, Kentucky

Thursday, 12:00 Noon–2:00 p.m.—Mi Tierra restaurant, Market Square—Luncheon Meeting (Lunch provided by TJCMEA)

"How Adults Learn," Susan Johns, Learning Specialist, San Antonio College

Thursday, 3:00–4:30 p.m.—Conference Room 12

Open Discussion: "How Internships/Work Labs Are Conducted"—Presenters: Charles P. Riley, Jr., Tarrant County Junior College–Northwest Campus; Russell D. Kunz, Collin County Community College–Spring Creek Campus; Perry W. Orand, Austin Community College; Larry Bailey, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 7

"Five Best Ideas for Successful Self-Management," Paul Timm, President, The Timm Group, Inc., and Professor (on leave), Brigham Young University Graduate School of Management

Saturday, 9:00–10:15 a.m.—Conference Room 7

TJCMEA Business Meeting

WELDING

Chairperson: JAMES E. CRUNK, St. Philip's College

Friday, 9:00–10:30 a.m.—Conference Room 1

"New Challenges—New Horizons," Charles M. Hodge, Dean, College of Education and Human Development, Lamar University

Friday, 10:45 a.m.–1:30 p.m.

Tour of Refrigeration Engineering Corporation, Ray Elwood, Plant Manager

(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel at 10:45 a.m., and return by 1:30 p.m.)

Saturday, 10:30–11:45 a.m.—Conference Room 1

"New Challenges—New Horizons," Charles M. Hodge, Dean, College of Education and Human Development, Lamar University

BUSINESS AND ECONOMICS

Meigs-Meigs	**Accounting, 8/e**
Sanders	**Statistics, 4/e**
Sandy	**Statistics for B & E**
Corley	**Legal Environment of Business, 8/e**
Reitzel	**Contemporary Business Law, 4/e**
McConnell-Brue	**Economics, 11/e**
Rachman-Mescon-Bovee-Thill	**Business Today, 6/e**

COMPUTING

Dolan-Pitter	**Using Applications Software in Business**
Kroenke	**Business Computer Systems, 4/e**
O'Leary-Williams-O'Leary	**Microcomputing: Annual Edition**

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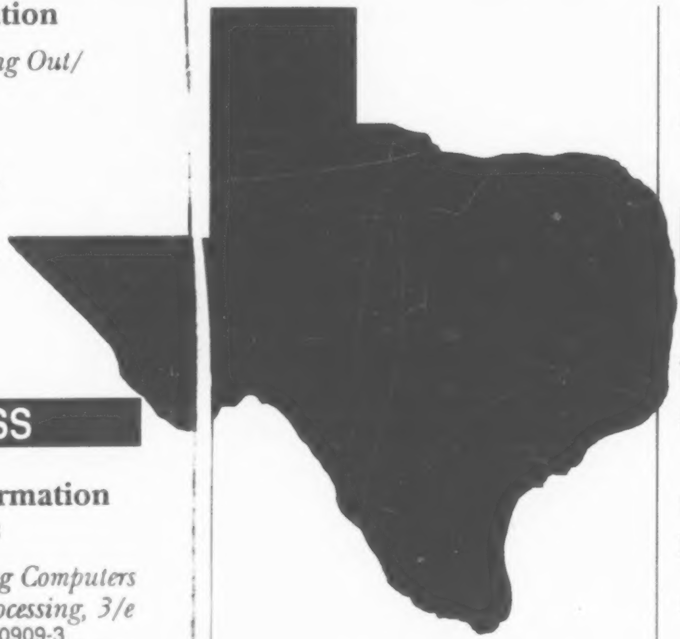

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WELLNESS NETWORKING MEETING TO BE HELD

Beverly Triana-Tremain

Deborah Youngblood

Community college faculty, staff, and administrators interested in wellness programs and health promotion will meet during the annual TJCTA convention in San Antonio. The "networking" session is sponsored by the TJCTA Membership Services Committee.

The session is scheduled to begin at 4:15 p.m., Friday, Feb. 16, in Conference Room 16 of the San Antonio Marriott Rivercenter hotel.

The discussion will be led by Beverly Triana-Tremain, wellness director for Collin County Community College, and Deborah Yougblood, wellness coordinator for San Jacinto College–Central Campus.

Individuals from colleges with wellness programs in place and those at institutions considering establishment of such programs are invited to join the informal discussion. Brochures and other materials may be brought to be exchanged with other participants during the session.

PROGRAM ANNOUNCED FOR RETIREMENT SEMINAR

Betty Grubbs

Peggy Peterson

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention in San Antonio. Scheduled to begin at 4:15 p.m., Friday, Feb. 16, in Conference Room 17 of the San Antonio Marriott Rivercenter hotel, the session will include informative presentations concerning Social Security and choices about health care insurance.

Betty Grubbs, a retired Social Security employee, will discuss "Social Security: What It Means to Me Now and When I Retire."

"Health Care Coverage: What Should I Choose?" is the topic of remarks to be given by Peggy Peterson, president of San Antonio Gerontology Enterprise, Inc., and formerly assistant dean of Occupational Education and Technology at St. Philip's College. Dr. Peterson will discuss Medicare, Medicaid, and supplemental insurance.

Mitchell Grossman, retired government professor from San Antonio College, will distribute material and discuss opportunities offered by the Elderhostel program.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by Doris D. Patrick, Austin Community College, a member of the committee.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the ninth consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances.

Frank L. Wright, Executive Director *emeritus* of the Texas Association of College Teachers, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 16, in Salon C of the Grand Ballroom of the San Antonio Marriott Rivercenter hotel. The seminar will be repeated at 12:30 p.m., the same day.

Frank L. Wright

Mr. Wright holds the Bachelor of Arts degree in English and economics from Washington University in St. Louis and the Master of Education degree in counseling and guidance from the University of Cincinnati.

Mr. Wright served 10 years as TACT's executive director and continues to serve as a consultant to the organization, especially in legislative matters.

He writes an annual publication providing an in-depth analysis of tax sheltered annuities and retirement plans offered through the Optional Retirement Program. The publication was included as a 12-page supplement in the September 1989 issue of the *Messenger*. During the TJCTA seminar, Mr. Wright will give special attention to optional retirement programs and tax-deferred arrangements.

Plans for the seminar were developed by the TJCTA Membership Services Committee chaired by Ellen H. Brennan, San Antonio College. Mr. Wright's appearance was arranged by Kenneth N. Locke, Blinn College, a member of the committee.

CONVENTION TO INCLUDE FITNESS ACTIVITIES

TJCTA members attending the convention in San Antonio will have the opportunity to paricipate in several fitness activities.

Under sponsorship of the Membership Services Committee, a Fitness Walk and Run will be conducted Friday and Saturday mornings. Participants will meet in the main lobby of the Marriott Rivercenter hotel at 6:00 a.m., Friday, and at 7:00 a.m., Saturday. Maps of the jogging-walking route will be provided to participants, and TJCTA members who walk and run at different paces will accompany each group.

Aerobic exercises will be offered at the same times (6:00 Friday morning and 7:00 Saturday morning) in the hotel's health center. Director of the activities will be Beverly Triana-Tremain, wellness coordinator for Collin County Community College.

The Marriott Rivercenter's health center facilities are available free to registered guests at that hotel, and include a hot tub, indoor heated pool, dry sauna, computerized treadmill, computerized stationary bicycle, weight room, rowing machine, lockers, towels, and an outdoor deck. These facilities will be open and supervised from 6:00 a.m. to 11:00 p.m. on Thursday and until Midnight on Friday and Saturday.

Plans for the wellness and fitness activities during the convention were developed by Ann Cartwright, San Jacinto College–Central Campus, and J. Doug Richey, Northeast Texas Community College, both members of the Membership Services Committee.

SPEECH AND DRAMA TOPICS ANNOUNCED

Marylin S. Kelly

Roy Berko

"Trends in the Interpersonal Classroom" is the topic for discussion in the Speech and Drama Section at the TJCTA convention. Panel members will include Marylin S. Kelly, speech instructor at McLennan Community College; Steve Eisen, supplements and media editor for Harper & Row, Publishers; and Harriet Harral, Director of Employee and Organizational Development for the City of Fort Worth. The panelists will discuss "trends and trespasses" in the teaching of interpersonal communication. Topics will include classroom use of popular literature; interactional material; skills evaluation; and customizing courses to students' needs, instructors' requests, the college-transfer course, and skills for the business world.

In Saturday's section meeting, Roy Berko, professor of speech and mass communication at Towson State University in Maryland, will discuss the use of experiential teaching in the college classroom. Dr. Berko holds degrees from the University of Michigan and Pennsylvania State University. Widely recognized for his teaching skills, Dr. Berko was selected as a Master Teacher by NISOD and was named the Outstanding Community College Speech Professor by the Speech Communication Association.

Co-chairs of the Speech and Drama Section are Marla D. Chisholm and Jackie A. Ganschow, both of Del Mar College.

"ENLIVENING PSYCHOLOGY" IS SECTION TOPIC

Psychology instructors attending the TJCTA convention will hear a presentation on "Enlivening Introductory Psychology" at the Friday section meeting. Speaker will be David G. Myers, John Dirk Werkman Professor of Psychology at Hope College. Dr. Myers has taught for 21 years and was voted "Outstanding Professor" by students. Articles by Dr. Myers have appeared in *Saturday Review*, *Psychology Today*, *Today's Education*, *Science Digest*, *American Scientist*, *Psychological Bulletin*, and the *Journal of Experimental Social Psychology*. In his TJCTA presentation, Dr. Myers will present demonstrations, simulations, and other techniques designed to enliven the introductory psychology course.

David G. Myers

Following the remarks by Dr. Myers, participants will be treated to lunch by the Annenberg/CPB Project and Holt, Rinehart and Winston. During the luncheon session, a new television course, "Discovering Psychology," will be previewed.

Saturday's Psychology Section meeting will feature an address by author and educator Carole Wade on "Critical Thinking about Critical Thinking." Dr. Wade currently teaches undergraduate courses, including introductory psychology, at the College of Marin and serves on the American Psychological Association's Committee on Undergraduate Education.

Psychology Section chairperson this year is James W. Cook, San Antonio College.

CHILD DEVELOPMENT EDUCATORS PLAN MEETINGS

Jeannette Watson

Ellen Marshall

Cathleen McAuliffe

During the TJCTA convention, the Texas Community College Child Development Educators Association will meet twice. On Friday, Feb. 16, the group will hold a luncheon meeting. The lunch will be "Dutch treat," and prior reservations are required.

Speaker for the session will be Jeannette Watson, a member of the board of directors of the Council for Early Childhood Professional Recognition. An early childhood development consultant from Austin, Ms. Watson will speak on the topic "Implementing the CDA Council Model in Texas Community Colleges." She is a member of numerous professional and civic organizations, including the Mental Health Association of Texas and the Hogg Foundation's Commission on the Mental Health of Children and Families. A former secondary school teacher and former teacher and director for a child development center, Ms. Watson also served as director of the Early Childhood Development Division in the Office of the Governor.

Saturday's meeting of the child development educators group will feature a presentation by Ellen Marshall and Cathleen F. McAuliffe, both from the Child Development Department at San Antonio College. Their announced topic is "Active Learners Need Active Instructors: Reach Out and Teach Someone!". They will offer suggestions of ways to add life to the college classroom.

Chairperson of the TCCCDEA this year is Norma L. Ziegler, San Antonio College.

MEETINGS PLANNED FOR MANAGEMENT EDUCATORS

Several meetings are scheduled for members of the Texas Junior College Management Educators Association (TJCMEA) during the annual TJCTA convention.

On Thursday, Feb. 15, members will meet at 10:00 a.m. to hear a talk by Terry Keown, production manager of the Frito-Lay Company in Louisville, Kentucky. Mr. Keown will address the group on "Organizational Design." A luncheon meeting will follow at the Mi Tierra restaurant, featuring a presentation on "How Adults Learn," by Susan Johns, learning specialist at San Antonio College. The Thursday afternoon session will consist of a panel discussion on conducting internships and work labs. Panel members will include Charles P. Riley, Tarrant County Junior College–Northwest Campus; Russell D. Kunz, Collin County Community College–Spring Creek Campus; Perry W. Orand, Austin Community College; and Larry Bailey, San Antonio College.

Paul R. Timm

Featured speaker for the Friday TJCMEA meeting will be Paul R. Timm, president of the Timm Group, Inc. Title of his address is "Five Best Ideas for Successful Self-Management." Dr. Timm holds the bachelor's degree from the State University of New York, the master's degree from Ohio University, and the Ph.D. from Florida State University. He is presently on leave of absence from a faculty position at the Brigham Young University Graduate School of Management.

TJCMEA president this year is Vernell E. Walker, of San Antonio College.

BUSINESS CHAIRPERSONS ANNOUNCE MEETING

Chairpersons, directors, and vocational-technical deans of business, office occupations, and computer information systems and data processing divisions at Texas two-year colleges will meet preceding the annual TJCTA convention in San Antonio. A day-long conference is planned for Thursday, Feb. 15, in Salon A of the Grand Ballroom of the Marriott Rivercenter hotel. Registration will begin at 8:30 a.m., with coffee and donuts being served.

Kay Henard

The opening session, at 9:00 a.m., will include presentations by Kay Henard, of Amarillo College, and Larry Johnson, from the Texas Higher Education Coordinating Board. They will speak on writing successful grant applications. Dr. Henard is assistant to the president and Coordinator of Planning, Research, and Development for Amarillo College. She has had extensive experience in working with Job Training Partnership Act projects, Carl Perkins Discretionary Grants, a variety of U. S. Department of Education grants for disadvantaged and disabled students, as well as National Science Foundation grants. Dr. Johnson is presently the assistant director of Federal Projects for the Coordinating Board's Division of Community Colleges and Technical Institutes.

The 10:00 a.m. session will feature an address by Carol A. Raney, Austin Community College, on the topic "TASP…How Are We Coping?". Dr. Raney directs implementation of the Texas Academic Skills Program at ACC. Carrie Nelson, associate program director for Technical and Vocational Education at the Coordinating Board, will discuss Board mandates regarding "2+2" articulation; and Diane Nobles, Northeast Texas Community College, will present her experiences as regional coordinator of "2+2" programs.

A luncheon session, beginning at 12:15 p.m., will feature remarks by Joe Kinzer, dean of the College of Business Administration, Central State University in Edmond, Oklahoma. Dr. Kinzer is also dean of the National Computer Educators' Institute, conducted each year in Edmond. He will speak concerning alternative accreditation for schools of business. Participants at the luncheon meeting will be seated according to special interest areas, such as desktop publishing, staff development, equipment purchasing, accounting on the microcomputer, etc.

Reservations for the luncheon must be made by Feb. 10. For reservations or additional information, contact Laura Wiggs or Marilyn St. Clair at Weatherford College, Area Code 817, 594-5471.

"STARLINK" NETWORK LIAISONS PLAN MEETING

During the TJCTA convention in San Antonio, participants will be able to discuss the goals and accomplishments of STARLINK, a new teleconference training network presently in its first year of operation.

The meeting is scheduled from 4:15 to 5:30 p.m., Friday, Feb. 16, in Conference Room 15 of the Marriott Rivercenter hotel, and will be led by Ron Thomson, STARLINK director, and Ronald G. Brey, director of non-traditional instruction, both of Austin Community College.

According to meeting planners, the extent of participation among two-year postsecondary schools will be discussed, and evaluation results from the first two teleconferences will be disseminated. Future plans for STARLINK will also be presented, including the goal to offer college-credit courses to technical-vocational faculty through the network so that bachelor's and advanced degrees may be earned.

Approximately one-half of the meeting will be an open forum for dialog about STARLINK. "This will afford an opportunity for the technical-vocational faculty to make recommendations, air concerns, share ideas about the future direction of STARLINK, and communicate directly with the STARLINK management team," according to Mr. Thomson.

EDUCATIONAL COMPUTING SYMPOSIUM TO CONSIDER RESPONSE TO TASP

During the TJCTA convention in San Antonio, members are invited to participate in a symposium on the use of computers in education. The session will be held in Salon B of the Marriott Rivercenter hotel from 12:30 to 1:45 p.m., on Friday, Feb. 16.

Topic for this year's symposium will be "Computer-Assisted Developmental Education in Response to TASP." There will be a brief discussion about computer hardware and software selection. Then faculty from English, mathematics, and reading will discuss and demonstrate software used in developmental classes.

Presentations will be made by faculty members from St. Philip's College: Charles A. (Tony) Bower, chairperson of the Mathematics Department; Jerry A. Otey, chairperson of the Reading Department; Barbara M. Walker, instructor of Developmental English; and William G. Sailer, program director for Computer Information Systems. Representing the International Business Machines Corporation will be Allan L. Rast, advisory systems representative.

On Saturday, from 10:00 a.m. to 2:00 p.m., the Education Support Services and Business Technology departments of St. Philip's College will host an open house for interested persons to see the college's computer laboratories.

Arrangements for this year's Educational Computing Symposium were developed by Mr. Sailer.

BIDDERS' CONFERENCE FOR DISCRETIONARY GRANTS IS SCHEDULED

On Thursday, Feb. 15, from 8:00 a.m. to 12:00 Noon, the 1990 Annual Bidders' Conference for Carl D. Perkins Discretionary Grants will be held. The conference will be conducted at the Marriott Rivercenter hotel in San Antonio, preceding the opening of the annual convention of the Texas Junior College Teachers Association.

A general session will begin at 8:00 a.m., in Salon D of the Marriott Rivercenter's Grand Ballroom. From 9:00 a.m. until Noon, participants will meet in break-out sessions.

Staff from the Division of Community Colleges and Technical Institutes of the Texas Higher Education Coordinating Board are responsible for arrangements for the half-day meeting.

According to Dale F. Campbell, assistant commissioner, the conference will provide an opportunity for networking among project directors and managers for federal discretionary grants funded under the Carl D. Perkins Vocational Education Act and will give participants opportunities to report on the progress of their projects.

Potential bidders must be representatives of Texas postsecondary institutions. Further information concerning the Bidders' Conference may be obtained from Larry C. Key, director of federal projects at the Texas Higher Education Coordinating Board, P. O. Box 12788, Austin, Texas 78711-2788; Area Code 512, 462-6300.

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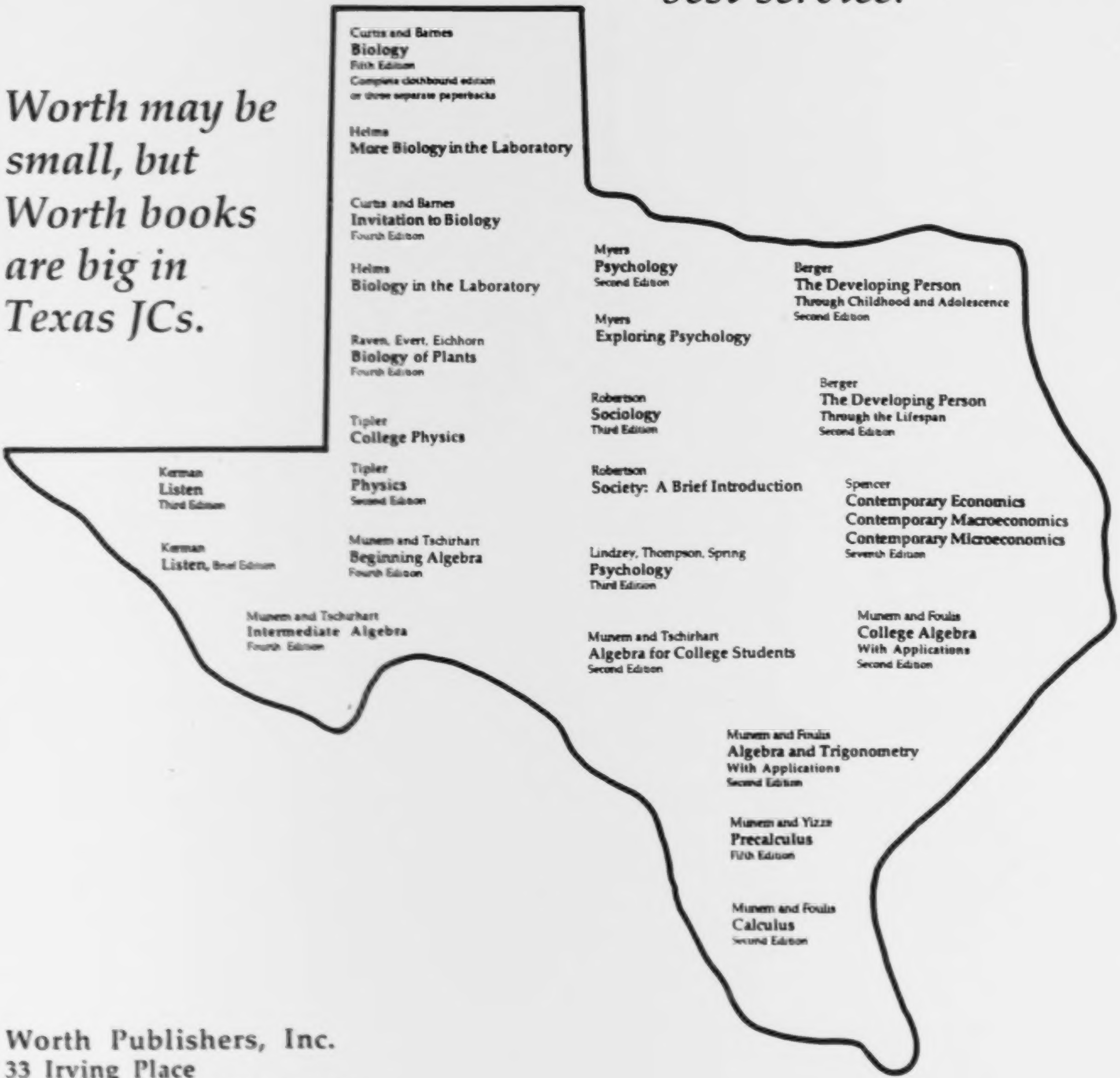

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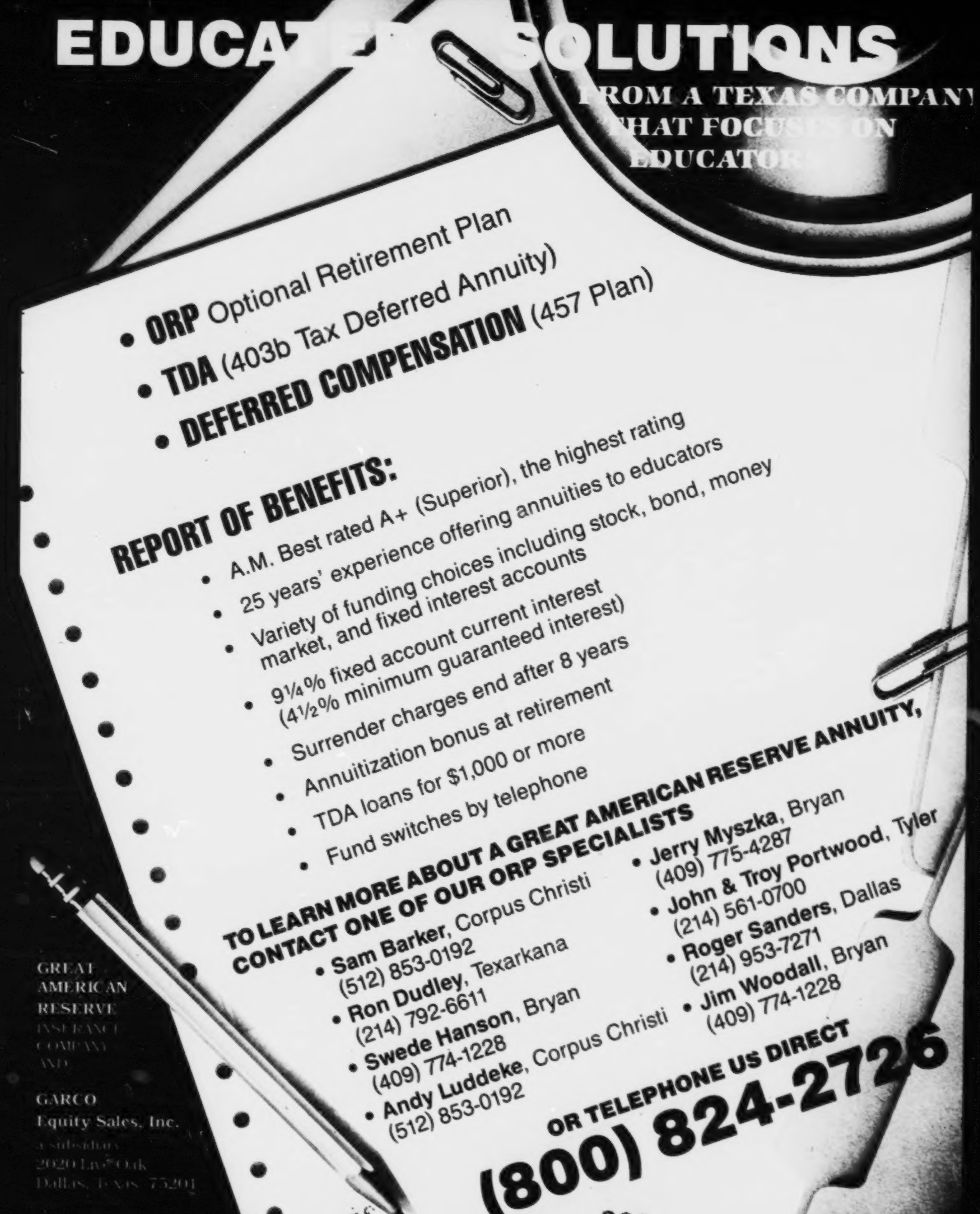

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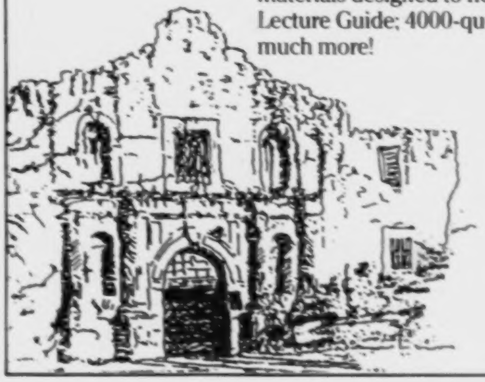

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SPEAKERS AND TOPICS ANNOUNCED FOR SECTION MEETINGS

Carl S. Warren

Kermit D. Larson

Lorna Pelton

Michael H. Mescon

M. Charlotte Wolf

Mary H. Knapp

John Chaffee

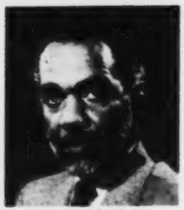
David Milburn

James C. Carlson

Jerry Parsons

Tracy Barrow

Kelly Frels


Charles M. Hodge

ACCOUNTING

Two noted accounting professors will address TJCTA members attending the Accounting Section during the convention. At the session on Friday, Feb. 16, Carl S. Warren, Arthur Andersen & Co. Alumni Professor of Accounting at the University of Georgia, will speak on "Unique Approaches to Teaching Accounting."

The Saturday meeting will feature an address on "Teaching Ethics in the Accounting Classroom" by Kermit D. Larson, Arthur Andersen & Co. Alumni Professor of Accounting at The University of Texas at Austin.

AGRICULTURE

Lorna Pelton, of the Texas Agricultural Extension Service of Texas A&M University, will address the TJCTA Agriculture Section in its meeting Friday, Feb. 16. Ms. Pelton's topic will be "Ultrasound Applications in Animal Science." She is director of the Ultrasound Division of the Livestock and Carcass Evaluation Service.

At the Saturday meeting of the Agriculture Section, Arnold Garcia, director of the Southwest District, Texas Department of Agriculture, will speak concerning the department's efforts to promote agriculture education in Texas community junior colleges.

BUSINESS ADMINISTRATION

TJCTA members attending the meeting of the Business Administration Section on Friday, Feb. 16, will hear Michael H. Mescon, of Georgia State University, speak on the topic "Developing a Truly Competitive Organization: A Top-to-Bottom, Inside-Out Endeavor." Dr. Mescon is Regents' Professor of Human Relations at Georgia State and holds the Bernard B. and Eugenia A. Ramsey Chair of Private Enterprise there. He was previously dean of the College of Business Administration.

Speaker at Saturday's Business Administration Section meeting will be Lloyd S. Baird, associate professor of management in the School of Management and Human Relations Policy Institute at Boston University. Dr. Baird's topic will be "Managing Human Relations Resources to Create a Competitive Advantage."

COMPENSATORY / DEVELOPMENTAL EDUCATION

"Steps to Plan and Develop an Instructional Microcomputer Laboratory" is the topic for discussion in the TJCTA Compensatory/Developmental Education Section for the meeting on Saturday, Feb. 17. Speaker for the session will be M. Charlotte Wolf, professor of reading and education at San Antonio College.

Friday's meeting will feature a presentation by Richard L. Oliver, Director of Developmental Education at San Antonio College. Dr. Oliver's remarks are titled "Critical Thinking: What Is It Anyhow?".

COURT REPORTING

TJCTA members teaching in court reporting programs will have the opportunity to meet for the first time during the forthcoming convention. Mary H. Knapp, director of the court reporting program at Alvin Community College, accepted responsibility for planning discussion topics for the meeting.

During Friday's session, participants will discuss "Innovative Court Reporting Instruction." Topics to be covered include methods of teaching medical and legal terminology, speed building, simulated court situations, internships, and computer applications.

Saturday's topic will focus on court reporting instruction for the future. Participants will discuss methods of teaching theory and advanced speeds and applications through projects.

According to the Texas Higher Education Coordinating Board, court reporting programs are presently offered at Alvin Community College, Amarillo College, Del Mar College, El Paso Community College, Houston Community College, and San Antonio College. Instructors in those programs and representatives of colleges contemplating beginning court reporting programs are invited to attend the meetings.

DEVELOPMENTAL READING

"Critical Thinking and Critical Literacy: Partners in Educational Success" is the program topic for the TJCTA Developmental Reading Section on Friday, Feb. 16. Speaker will be John Chaffee, professor of humanities and Director of Creative Thinking and Reasoning Studies at the LaGuardia Community College of the City University of New York. Dr. Chaffee will review a program in which students enrolled in a Critical Thinking course linked to writing, reading, and oral communication courses have demonstrated gains in language skills and thinking abilities.

At the Saturday section meeting, Jeanne H. Brewer, director of the Learning Disabled Program at Richland College, will speak. Her topic is "Learning-Disabled Students! What'll I Do?".

ENGLISH

Community college English faculty attending the TJCTA convention will hear a presentation on the use of periodicals in the teaching of Freshman English and Developmental English. Featured speaker at the section meeting Friday, Feb. 16, will be David Milburn, national sales manager for *Newsweek* magazine.

The following day, participants will hear a presentation by Robert Perrin, Director of Writing Programs at Indiana State University. Dr. Perrin's address is entitled "Teaching to TASP: Should We? Could We?".

HEALTH, PHYSICAL EDUCATION, AND RECREATION

TJCTA members attending the meetings of the Health, Physical Education, and Recreation Section will focus on anticipated developments in the field for the coming decade.

John B. Gratton, Director of Health Science and Kinesiology at Bee County College, will speak at the Friday section meeting. His topic will be "Directions for the '90s."

Featured speaker for the Saturday section meeting will be James C. Carlson, Intercollegiate Sports Athletic Trainer at Odessa College. He will discuss plans for the physical education program at Odessa College in the 1990s. Mr. Carlson holds bachelor's and master's degrees from The University of Texas at Austin. While at UT, he worked with all men's sports with primary responsibilities for men's basketball. Upon graduation, he received state licensure and national certification as an athletic trainer. He began his professional career as clinical specialist at Texas Rehab Associates, Inc., in Austin. At Odessa College, Mr. Carlson is responsible for the daily health care and safety of the student athletes and supervises the student training program. He also assists with the college's fitness center and is an instructor in the Health and Physical Education Department.

HORTICULTURE

Topics for the TJCTA Horticulture Section have been announced. At the Friday session, "Texas Bluebonnets" will be the topic of remarks by Jerry Parsons, horticulture specialist with the Texas Agricultural Extension Service. Saturday's meeting will feature remarks on "Greenhouse Technology and Production" by Tracy Barrow, sales representative for Stuppy Greenhouse Mfg. Co., Inc., in Kansas City, Missouri.

Participants attending the meetings will receive free passes to the San Antonio Botanical Gardens and Conservatory.

STUDENT AFFAIRS ADMINISTRATORS

Kelly Frels, prominent Houston attorney with the firm of Bracewell & Patterson, will speak at the meeting of the Texas Association of Community

PROMINENT SPEAKERS TO ADDRESS GOVERNMENT SECTION

Thomas R. Phillips

Sarah Weddington

Government instructors attending the TJCTA convention will have the opportunity to hear two prominent speakers.

At the Friday meeting of the Government Section, Chief Justice Thomas R. Phillips of the Supreme Court of Texas will speak. Justice Phillips will speak on "Judicial Selection in Texas." The program will be particularly interesting in view of recent federal court decisions regarding election of state district judges in Texas. That issue will also be on the agenda for the called session of the Texas Legislature set to begin Feb. 27.

Justice Phillips graduated *summa cum laude* from Baylor University in 1971 and received his law degree from Harvard Law School in 1974. He joined the firm of Baker & Botts in Houston in 1975, and was elected Judge of the 280th District Court in 1980. Since 1981, he has been certified in Civil Trial Law by the Texas Board of Legal Specialization. He has served as Chief Justice of the Texas Supreme Court since 1988.

In Saturday's meeting of the Government Section, Austin attorney Sarah Weddington, will speak on "Leaders in Training." Dr. Weddington served three terms in the Texas House of Representatives (1973-77), then was named General Counsel for the U.S. Department of Agriculture in the administration of President Jimmy Carter. From 1978 to 1981, she served as Assistant to the President, with offices in the White House, where she directed work on women's issues and organized information sessions for top state leaders. From 1983 to 1985, she was the top lobbyist in Washington, D. C., for the state of Texas as director of the Office of State-Federal Relations. She is certified in Family Law by the Texas Board of Legal Specialization.

Plans for the Government Section meetings were arranged by John R. Forshee of the Dallas County Community College District.

College Chief Student Affairs Administrators during the forthcoming TJCTA convention. Mr. Frels, widely recognized as an outstanding specialist in school law, will speak at the Friday session. His topic is "Sexual Harassment: How Sound Are Your Policies and Procedures?".

The Saturday meeting of the student affairs administrators will feature a discussion of "Evaluation of Assessment Placement Procedures." Speakers will be Susan W. Pearson, Dean of Instruction and Student Services at the East Campus of North Harris County College, and Aubrey Lewis, Director of Assessment for the Southwest Regional Office of ACT.

WELDING

Welding instructors attending the TJCTA convention will have the opportunity to hear Charles M. Hodge, recently-appointed dean of the College of Education and Human Development at Lamar University. Dr. Hodge will speak at both Friday and Saturday meetings of the Welding Section. His topic is "New Challenges—New Horizons."

Also on Friday, the group will tour facilities of the Refrigeration Engineering Corporation in San Antonio.

PANEL DISCUSSIONS PLANNED FOR COUNSELING SECTION

Joseph D. Dameron

John R. Pickelman

James L. Taylor

Joanne Keeley

Allan R. Nowotny

Members attending the section meeting for Counseling and Student Personnel Services during the TJCTA convention will hear two panel discussions.

At the Friday, Feb. 16 session, a panel will discuss "Student Development in the 21st Century: Service or Disservice?". Panelists will be Joseph D. Dameron, professor in the Department of Counselor Education at the University of North Texas; John R. Pickelman, president of Galveston College; and James L. Taylor, Vice President for Student Services and Institutional Research and Planning at Temple Junior College.

Topic for the Saturday session will be "TASP Law: Is the Jury Still Out?". Following remarks by Texas Assistant Attorney General Kevin O'Hanlon, a panel will respond and react. The panel will consist of Joanne Keeley, coordinator of the college-wide retention program at Austin Community College; Allan R. Nowotny, Coordinator of Assessment and Testing and Richard Oliver, Director of Academic Support Services, both at San Antonio College; and Stephanie R. Meinhardt, Coordinator of Assessment and Testing at the Spring Creek Campus of Collin County Community College.

Morris J. Paschall, Brazosport College, is chairperson of the Counseling and Student Personnel Services Section this year.

"THE ART OF TEACHING" IS HISTORY TOPIC

James West Davidson

Julie Roy Jeffrey

An emphasis on teaching strategies is planned for the TJCTA History Section at the forthcoming convention. General theme for the section meeting on Friday, Feb. 16 is "Resurrecting the Art of Teaching History in the College Classroom." Participants will hear three presentations.

James West Davidson will speak on the topic "Narrative History and the Survey: Natural Enemies?". "Once again, there are wars and rumors of wars in the realm of historians," according to Dr. Davidson. "Members of the profession are openly debating the health of their discipline, and concluding that it has lost far too much of its vibrancy and direction." In the search for remedies, teachers and authors alike have rediscovered "narrative" history. Dr. Davidson will discuss the "new" narrative or literary history and its place in the college classroom. He will discuss his belief that a more literary approach to historical writing can enrich the study of a history that is increasingly analytical and quantitative without eliminating the social science features of current historical study.

In 1956, Dexter Perkins told a meeting of the American Historical Association: "I believe that the greatest challenge confronting historians today is the challenge of the classroom. To meet it we shall have to give to teaching a higher place in our scale of values than we do today." Among those who have taken that message to heart is Julie Roy Jeffrey, Elizabeth Todd Professor of History at Goucher College in Baltimore. She will address the History Section on the topic "Involve Me, and I'll Learn." Dr. Jeffrey, who holds the Ph.D. from Rice University, has been an enthusiastic promoter of an approach to teaching that involves students in "active learning." One of the keys to active learning, according to Dr. Jeffrey, is teaching teachers to keep quiet so students will have time to think and respond. In workshops she conducts around the nation, Dr. Jeffrey involves her own audience, showing by example that students learn more readily when they are participants rather than mere spectators.

MATHEMATICS SECTION ANNOUNCES PROGRAM

Bert K. Waits

"Precalculus and Calculus for the New Century—Today!" is the topic of an address planned for the TJCTA Mathematics Section on Saturday, Feb. 17. Speaker for the session will be Bert K. Waits, professor of mathematics at The Ohio State University. Dr. Waits holds three degrees from Ohio State and has been on the mathematics faculty there since 1962. He is director of the Ohio Early College Mathematics Placement Testing Program (EMPT) and co-director of the Calculator and Computer Precalculus Project (C^{2}CP). The project is designed to integrate computer and calculator-based technology into the curricula in order to prepare students better for college-level calculus. Dr. Waits is nationally recognized for his work in the instructional use of computer graphing and graphing calculators.

The Friday Mathematics Section will feature a panel discussion on the effects of the Texas Academic Skills Program. Panel members will include Mike Kerker, of the Texas Higher Education Coordinating Board; Joe Cude, Tarleton State University; J. Doug Richey, Northeast Texas Community College; Vivian A. Dennis, Eastfield College; Patricia A. Juelg, McLennan Community College; Sharon T. Sledge, San Jacinto College–Central Campus; and James J. Corbett, Alvin Community College.

Chairperson of the Mathematics Section this year is Nina L. Verheyden, Kilgore College.

Participants will be treated to lunch, courtesy of McGraw-Hill Book Company—College Division. During the luncheon session, Michael B. Stoff, professor of history at The University of Texas at Austin, will speak on "The Manhattan Project: Teaching History through Documents."

Arrangements for Friday's History Section program were made by Marilyn D. Rhinehart, North Harris County College–South Campus.

The Saturday session of the History Section will feature a discussion of the impact of the Spanish/Mexican culture on Texas and U.S. history. Speakers will be Gerald E. Poyo, research associate at The Institute of Texan Cultures, and Gilberto M. Hinojosa, Associate professor of history and Assistant Vice President for Academic Affairs at The University of Texas at San Antonio. Plans for the Saturday session were made by Leonard B. Murphy, San Antonio College.

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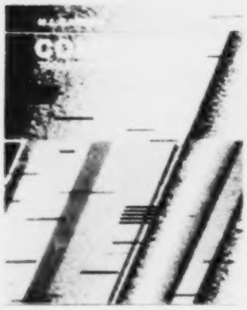

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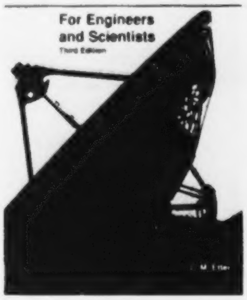

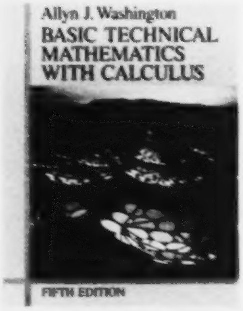

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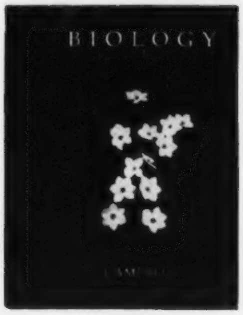

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Take a look at why **Biology** is called "the best book on the market today." This new **Second Edition** is carefully updated throughout, provides a thorough discussion of key topics, and features many new photographs and pieces of art.

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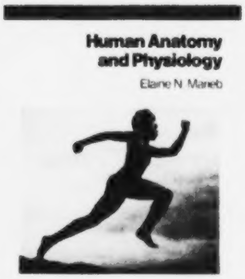

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★ Welcome to the TJCTA! ★

Fellow Texan **Kermit D. Larson** will address
"Integrating Ethics in the Accounting Curriculum."

Kermit D. Larson is the Arthur Andersen & Co. Alumni Professor of Accounting at the University of Texas at Austin, where he has been a member of the faculty since 1966.

He is the author of several books, including the new Twelfth Edition of **Fundamental Accounting Principles** and **Financial Accounting, Fourth Edition.**

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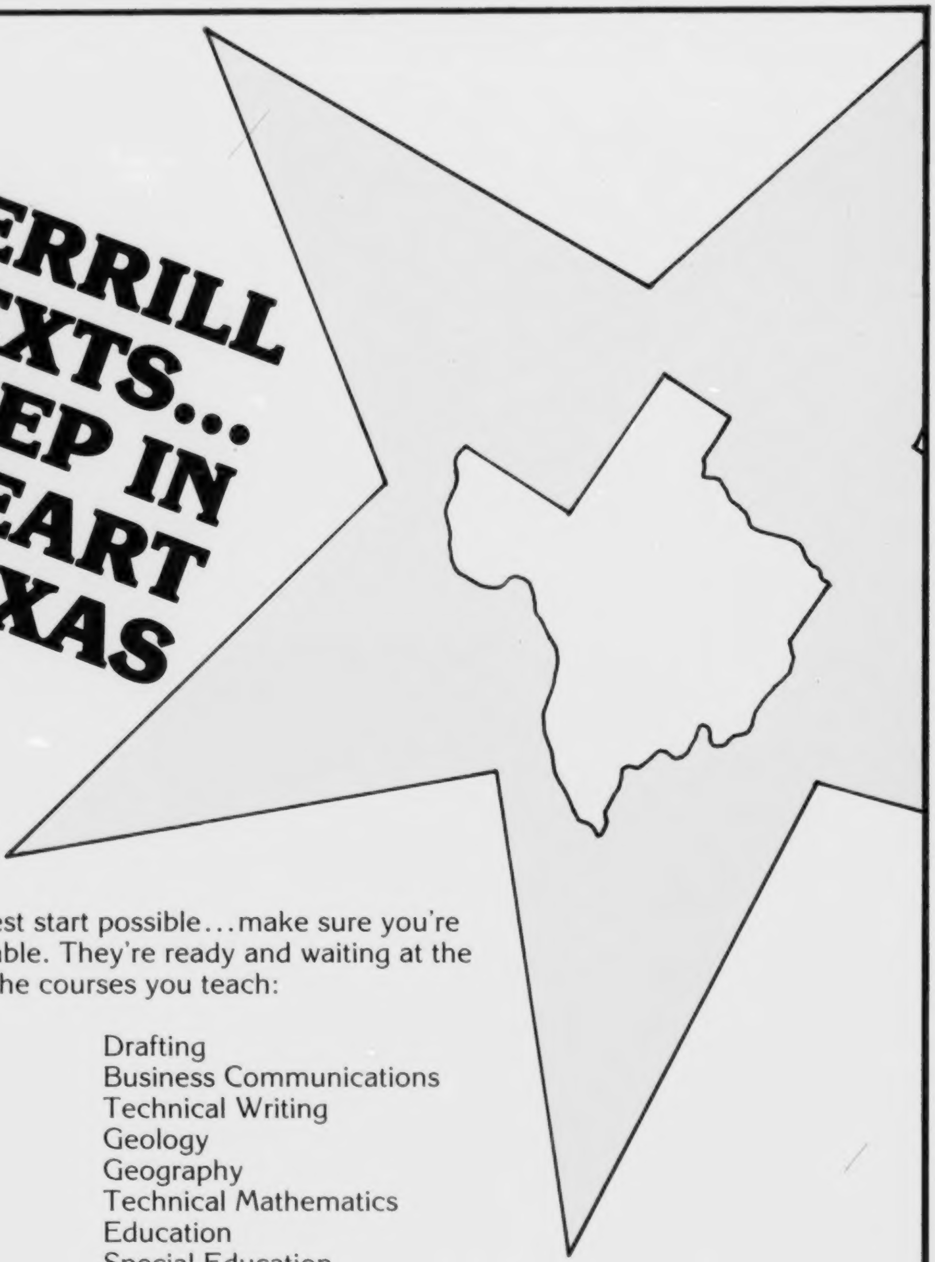

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RECORD CONVENTION ATTENDANCE EXPECTED

All indications point to a record-breaking attendance at this month's TJCTA convention in San Antonio. At press time more than 1,300 hotel rooms had been confirmed—almost 500 more than the number of rooms reserved at the same date last year. Four hotels holding room blocks for the convention reported that all available rooms had been reserved well before the Jan. 25 "cut-off" date. The Marriott Rivercenter, the Menger, the LaQuinta Motor Inn–Convention Center, and the Crockett Hotel all reported that their entire room blocks had been reserved.

An additional block of rooms has been reserved at the Hilton Palacio del Rio Hotel, located within an easy walk of the other convention facilities.

Hotel accommodations at the Palacio del Rio may be reserved by completing the form below and mailing it to the hotel. The reservation form **should not** be sent to the TJCTA State Office, as that will only delay processing. Due to the late date, reservations may also be made by calling the Hilton Palacio del Rio directly: 512, 222-1400. Callers should make clear that they are reserving accommodations for the TJCTA meeting in order to be assured of the convention rates. Reservations will be processed as they are received, on a first-come, first-served basis.

Also, it is possible that cancellations will result in a few vacancies at the other hotels. Members may call the hotels' reservations departments and ask about possible cancellations. Marriott Rivercenter: Area Code 512, 223-1000; LaQuinta Motor Inn, Area Code 512, 222-9181; Menger, 1-800-345-9285; Crockett, 1-800-292-1050.

Headquarters hotel for the 1990 meeting is the San Antonio Marriott Rivercenter, located at Bowie and Commerce Streets. With the exception of a few "field trips" for some of the section meetings, all convention activities will be held in the Marriott Rivercenter.

43rd Annual Convention — San Antonio, Texas — February 15-17, 1990

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(The Hilton Palacio del Rio check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

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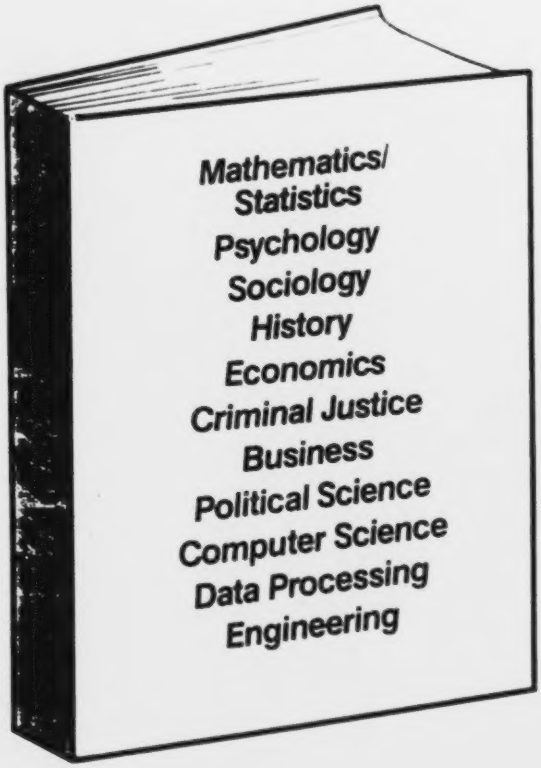
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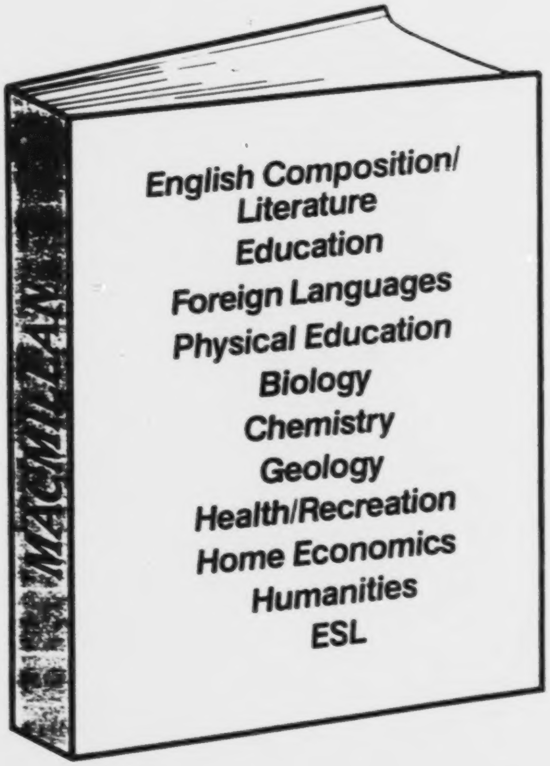
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TJCTA

MESSENGER

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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VOLUME XXI JUNE 1990 NUMBER 4

HIGHER EDUCATION ESCAPES BUDGET CUTS

Texas higher education advocates breathed a collective sigh of relief when the state Legislature finally adjourned June 7. After a record-setting sixth called session—the last four of which were devoted primarily to the thorny issue of equalizing state funding for public education—lawmakers closed shop until the 72nd Legislature convenes next January. Major results of the lawmakers' efforts were enactment of a law designed to meet court-mandated equalization in state spending on public education and the more difficult feat of passing a tax bill to finance the equalization measure.

Early in the process, it appeared likely that significant cuts in state appropriations for higher education would be inevitable if legislative leaders and Gov. Bill Clements could not reach agreement on the methods of raising money to pay for the public school equalization reforms. Two-year colleges (including community junior colleges, Texas State Technical Institute, and the associate degree programs at Lamar University) would have been especially hard hit under some of the proposals which were discussed. One plan would have cut formula funding to the two-year colleges by $28.6 million during the 1990-91 school year. The scheduled increase in state appropriations for the Higher Education Insurance Program would have been rescinded; state payment for insurance coverage of community junior college plant maintenance personnel would have been eliminated; appropriations for implementation of the state mandated remedial programs would have been slashed by $9 million; and state contributions to the Teacher Retirement System would have been cut from 7.65 percent to 6 percent.

As soon as word leaked out regarding proposed cuts in state appropriations for two-year colleges, TJCTA leaders mobilized forces to see that legislators were informed concerning the damaging effects of the proposed reductions. TJCTA State President David Clinkscale wrote a letter to each member of the House of Representatives and to each member of the Senate Committee on Finance as well as to Lieutenant Governor Bill Hobby and House Speaker Gib Lewis. "Our Association looks askance at suggestions that higher education funding be cut in order to generate revenue for public school equalization," Clinkscale wrote. "We see reductions in funding for community junior colleges and technical institutes, in appropriations for remedial education as provided in the Texas Academic Skills Program, or in contributions to teacher retirement programs as temporary expedients which will only shift the current crisis from one phase of public education to another. We urge you to avoid this path."

Meanwhile, TJCTA members from colleges across the state joined administrators and trustees in appealing to their respective senators and representatives to reject a "solution" to the public school funding problem which would take needed state dollars away from two-year colleges.

The successful effects of the collaborative efforts soon became apparent. In a letter to Mr. Clinkscale, Lt. Gov. Hobby wrote, "I am pleased to see such support for our higher educational system. Never have we needed a first-rate system of higher education more… I do not support cutting existing expenditures to reallocate funds." In a similar tone, Senator Cyndi Taylor Krier (R-San Antonio), a member of the Senate Finance and Education committees, wrote, "I share your concerns about recent proposals to reduce funding for Texas colleges and universities in order to fund public education in our state. I will not support such cuts." Senator Kent Caperton (D-Bryan), chair of the Senate Finance Committee, wrote, "I understand your concern over suggestions that appropriations for higher education be cut to fund public education… If such proposals are made, I will strongly oppose them." Senator Bob Glasgow (D-Stephenville), also a member of the Finance Committee, wrote, "Thank you for bringing to my attention your concern and opposition to the possibility of taking state funds allocated for higher education to use for funding public education… I do not see the Texas Legislature jeopardizing our institutions of higher education to solve the current crisis we are facing with the public school system." Senator John T. Montford (D-Lubbock), another member of the Finance Committee, wrote, "I fully agree that reducing funding for higher education in order to fund public education is a shortsighted solution. Be assured that I will do all that I can to maintain the current funding levels for all our colleges and universities." Representative Jerry Yost (R-Longview), wrote, "Recognizing the critical importance of junior colleges, I will do my utmost to preserve your funding under any higher education scenario." Representative Anne Mowery (R-Fort Worth) wrote, "I do not intend to vote to cut junior colleges' funding," but added, "but I am not saying I would not vote to cut other items in higher education appropriations." Representative Bob Hunter (R-Abilene) wrote, "I will continue to do all that I can to assist in the advancement and funding of our junior colleges."

As strong bipartisan opposition to reductions in state funding for higher education became increasingly apparent, proponents of that approach to financing public school equalization began looking elsewhere. Finally, legislative leaders persuaded Gov. Clements to retreat from his earlier steadfast refusal to consider an increase in the state sales tax. The Legislature passed—and Gov. Clements signed—a bill to raise the sales tax by one-fourth of a percent (from 6 percent to 6.25 percent). The tax increase, together with some budget transfers and spending deferrals, resulted in sufficient additional revenue to pay for the public school equalization measure.

The state's fiscal problems have not been solved, however. Informed state leaders (like Lt. Gov. Hobby and State Comptroller Bob Bullock) warn that still more revenue will have to be raised—or spending cuts in shocking amounts will have to be made—when the lawmakers return in January.

"It's clear that the vigorous and united support of TJCTA members from every campus in the state will be required to avoid cuts in state funding during the 1991 legislative session," Mr. Clinkscale said.

PRESIDENT'S MESSAGE

"Summertime, and the livin' is easy..." It's obvious from that lyric that George Gershwin and DuBose Hayward weren't instructors at a community college! As this issue of the *Messenger* arrives in your mailbox, many of you already will have departed on summer travels while others will be back in the classroom (as teachers and/or students!) meeting the challenge of summer school. I hope that whatever your summer brings, it will at least bring you some time for "easy living," and you'll look toward the upcoming year with enthusiasm and anticipation.

TJCTA can look back on a banner year thanks to you, the members (who joined in record numbers), and to the creative leadership of Immediate Past President Emmeline Dodd. I appreciate her tireless efforts in so many areas during the past year, and she deserves the thanks of all of us for her hard work.

While we reflect on the year past, the Association's officers and committee chairpersons already have begun looking forward to next year. Meeting in Austin in May at the annual leadership retreat, we took part in several days of assessment and planning. The discussions were lively, the participants were enthusiastic, and everyone came away with a sense that while the challenges we face are enormous, the resources upon which we can draw—again, you, our fellow members—will allow us to meet these challenges creatively and positively.

Beginning with the 11th annual Conference for Faculty Organization Leaders, October 5-6, and culminating in the 42nd annual TJCTA convention at the Dallas/Fort Worth International Airport, February 21-23, your Association will again provide you with the very best in professional development opportunities.

You can count on the continued representation and protection of your interests before the Legislature at a time when TJCTA's presence has never been more important. Everyone knowledgeable about our state government and the fiscal problems facing the 72nd Legislature seems to agree that the 1991 session will be the most challenging session in the last 50 years. Your Association will continue to provide you with these and many other important benefits at a cost well below that of any other professional organization.

I look forward to visiting with many of you in the months to come and I welcome your ideas on how our Association can better serve you. So, as you plan for next year, make sure your plans include TJCTA. Together, we'll make 1990-91 a great year!

David Clinkscale

State President, 1990-91

There is a legend about three horsemen who were riding across a desert one dark night. As they crossed a dry river bed, out of the darkness a voice called "Halt!" They obeyed. The voice then instructed them to dismount, pick up a handful of pebbles, place the pebbles in their pockets, and remount. The voice then said, "You have done as I commanded. Tomorrow at sunrise, you will be both glad and sorry." Mystified, the horsemen rode on. When the sun rose, they reached into their pockets and found that a miracle had occurred. The pebbles had been transformed into diamonds. They remembered the warning, and they were both glad and sorry — glad they had taken some and sorry they had not taken more.

At the end of my year as State President, I also have the same mixed feelings. I am glad to be relieved of the responsibilities, yet I will miss the opportunities of touching the lives of so many of my TJCTA friends across the state. Truly, that has been the greatest reward of this past year. The value of the friendships I have formed far outweighs the burdens of the office.

Thanks so much to my colleagues on the Executive Committee. David Clinkscale, Steve Dutton, Marilyn Lancaster, Brian Dille, and Larry Shirts have been faithful companions, devoting many hours of service to the Association.

There is a real sense of accomplishment as I look at TJCTA's 1989-1990 year. We set new membership and convention attendance records, and more ballots were cast than ever before in our state officer elections. San Antonio, our convention city, was everything we hoped for and more. Apparently, you, the members, were delighted with that choice because your response was no less than overwhelming. "Doc" Blakely delivered a humorous, but message-laden, presentation at the opening general session. And Sarah Weddington—what a speaker! What an inspiration she should be to us as teachers and lecturers. She was given our convention theme, "Open Doors...Open Minds," and she spoke to that topic in an extremely well-prepared, well-researched, and thought-provoking manner. Even with all the enticements of the city of San Antonio and the Rivercenter Mall, our section meetings were overflowing. Those section chairpersons responsible for planning did an excellent job.

The dance, reception, and banquet were all fantastic successes. Thanks to Carolyn Davis, Social Committee chairperson, for the coordination of those activities. The professional development seminar conducted by Frank Hill, the Association's attorney, was planned by Tom O'Kuma and the Professional Development Committee (a committee that has worked hard and been quite active this past year). The financial planning and retirement seminars, as well as the placement center, blood pressure screenings, and fitness activities were under the direction of the very capable Ellen Brennan and the Membership Services Committee. The Election Committee, chaired by David Hansmire, performed especially well in tallying the election count and working the polls. Special thanks, also, to Sandra Shumate and the Registration Committee who handled the record-setting number of registrants. And thanks to *all* the committee members and chairpersons for the time and dedication you have contributed to our Association.

Of course, for me the most exciting single event of the TJCTA year was the attainment of the membership record. With our 6,170 members, TJCTA is the largest organization of its kind. My compliments to all the campus representatives, Reba Blackshear, state membership chairperson, her vice chairperson, Deann Merchant, and to everyone else who helped achieve this historic goal.

Farewell, but not good-bye. I'll see you at the Hyatt Regency hotel at the D/FW airport at next year's convention. In the meantime, let's get behind David Clinkscale and help make next year even greater!

Thanks for the wonderful memories!

Emmeline Dodd

State President, 1989-90

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DAVID J. CLINKSCALE
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

Opening Doors of Opportunity

Sarah Weddington
Attorney-at-Law
Austin, Texas

Sarah Weddington

In many ways we are all colleagues, all colleagues in the classroom, trying to offer new opportunities to open doors and to open minds—not only for our students but also for our schools. Conventions give us a chance as colleagues to get together. They are important, I think, because the daily routines of life and teaching can sap our energies and our enthusiasm. I once had a law professor who said you can be nibbled to death by ducks. Later I came to understand what he meant. While no one thing may be a problem, the little things can sap our energy. So a convention is important. It is important partially because we come to get the best of our colleagues and other professionals who are part of this occasion in being better at what we do. But it is important on a personal level to get away from the daily roles we have to serve. It is also a time, as your convention theme suggests, to rededicate to our basic concept as educators: Doors of opportunity...open to open minds.

I want to make three points. First, the greatest challenge we face, in my opinion, is the change that is taking place. Our institutions, we as individuals, our students—all of us are going to have to look at how we can deal more effectively with what is inevitable, and that is change. Secondly, I believe that to deal effectively with change requires a sense of personal options and opportunities. To me, that is represented by the open door. The worst experience is to feel trapped, closed off; it is a terrible feeling. But if the doors are opened, if we can choose new options, the feeling is much different. Education opens doors. And, thirdly, I believe the future will require minds that are open to new solutions, new multi-cultural facts, and new values. It will require the open minds I hope we can help to stimulate.

Coping with Change

Times *are* changing. You remember what John Foster Dulles said: "Change is the law of life." In fact, I think part of what we teach is the substance of our disciplines, and part of what we teach is an ability to cope with the world our students will be part of—a world that will be changing. So we don't just teach what the current knowledge is; we teach how to stay current, how to research, how to think, how to anticipate, how to respond to change. For example, statistics say that 50 percent of everything we know in business and science today will be obsolete in ten years.

You government and political science teachers, think about what you would have taught last year about Eastern Europe and what you will teach this year. When I went to law school, my professor said to me, "You think you have to come to learn 'the law,' but there is no such 'law' to learn. Because the minute you think you know what it is, it's going to change." The Legislature will meet, and they change it. Or the courts will have a session, and they will re-interpret it. Or something new will happen. Do you know about the family in Tennessee who could not have children in the normal way and who turned to *in vitro* fertilization? There were seven fertilized ova when the man and woman decided they didn't like each other. What happens now?

New things are going to happen that we have not anticipated. I remember seeing a cartoon in which a little boy who looks like he is about four years old is sitting on the floor, absolutely distraught. He looks up and says, "I have just spent two years of my life learning how to tie my shoes and now they've come up with velcro." What we teach, and what we know about what we teach, is going to change.

Our culture is changing. I recently read a speech by [former San Antonio] Mayor Henry Cisneros. The substance of it was that in the year 2000 many states will have dramatically increased Hispanic, Asian, and in some cases Black populations. If we look for who the leaders of the future are going to be, we will find they are going to include more members of minority communities. They are going to include more women.

When I think about the changing roles of men and women, I remember arriving in the Texas Legislature. As you know, I was the first woman elected from Austin. I started getting invitations, which began, "You and your wife are cordially invited..." I wrote back that that didn't seem quite right. And I got other invitations that said, "You and your spouse are invited..." I was

(Continued on page 4.)

(Continued from page 3.)

married, but others who received them weren't. They wrote back . By the end of the legislative session we were getting invitations that said, "You and whoever you want to bring..."

I think, too, about changes in culture. P. D. James, the mystery writer, has said that in the mystery novels of the 1930s all sorts of motives were credible which aren't credible today, especially motives of preventing guilty sexual secrets from coming out. Nowadays, people sell their guilty sexual secrets. Someone recently sent me a cartoon from the Texas Medical Association journal. In it a pharmacist is saying, "Gosh, things are really changing." And someone else says, "What do you mean?" And the pharmacist says, "Why just the other day I was in the pharmacy, and a very attractive woman came in who seemed kind of ill-at-ease. I finally asked if there was anything I could do to help, and she said to me in a voice that was so loud anybody could have heard, 'Yes, I need a package of condoms, please.' Then, in a whisper, she said, 'And a package of Marlboros.'"

I think about how I have changed. Not long ago, my client in *Roe vs. Wade* decided to sell her story for a "docu-drama." The producer called me. I was told that I would be included in the drama, and if I would like to consult, they would show me the script. I decided I would do that, but I got to thinking. When I was in college I was in the drama department presentation of Thornton Wilder's *Skin of Our Teeth.* I played Esmerelda, the Gypsy. I called the producer and said, "You know, if you do this movie it might be interesting if *I* played *me*." And the producer said, "Ms. Weddington, you are now too old to play you."

We certainly are a part of a society that is getting older. In fact, our culture is shifting from one dominated by youth to one dominated by middle-age. It has been said that by 1995 Americans age 16 to 24 will decline by 25 percent and those 35 to 44 will increase by 50 percent.

We face a world that is changing, and so do our students. I think about how I should prepare my students for that world. Sometimes change is positive; sometimes quite disorienting. It can be unexpected; it can get out of control. Sometimes it can simply be too rapid. But as teachers, we are agents of change. We try to help students change in positive ways—to let them see the circumstances, the options ahead, and how to prepare for them. We help students see how to be comfortable with change in their thinking. So when I think about how I can prepare my students, my answer is, in part, to try to help them acquire resilience, to instill in them the expectation that things are going to change, and to encourage them not to view change as a threat but rather as something they are prepared to deal with because they have options.

Whatever we are teaching,
we are trying to open doors
by giving students more options.

When we do that,
we provide them with an ark—
the ark of education.

The floods of change will come,
but education will carry them through.

Sometimes I ask my students, "What are you going to do now?" I have tried to break myself of the habit of asking such a question because I realize it is a question I couldn't answer. If at any point in my life someone had asked if I knew what I would be doing in five years, I could not have guessed. I look at where I came from in high school. I was president of the Future Homemakers of America. In college, I was preparing to be an English and speech secondary education major. I thought I would stay in the Legislature until John White, former Secretary of Agriculture, asked me to come to Washington. I told him I would never go to Washington; I was going to live in Texas. He said, "Talk to your friends and see what they say." I did. They said, "Sarah, Washington is a place with no country and western music, no barbecue, no Mexican food. It's not civilized." If I look at what I have done, it is not what I would have expected for myself; so I've learned to suggest to my students that the important goal is not to try to figure out who they are going to be. It is much more important to ask, "What can I do today that will give me more options for tomorrow?" I believe education gives us more options.

I will never forget the teachers who have been a part of my learning to cope with change. When I won a case before the U.S. Supreme Court, I got a note from my college speech teacher that said, "Congratulations, Sarah! We've done it again." Or I think of my English teacher, who taught me to write without the help of a computer. All my writing still goes back to the skills I learned from that teacher. And there were other teachers who taught me about open doors and options. I think of Robert J. Samuelson who taught his students about historical amnesia. He had that ability to inspire students to understand and appreciate history as being critical in predicting what is likely to happen in the future. My government professor convinced me to be an intern in the Texas Legislature and opened a door that changed my life. Whatever we are teaching—history or government, math or science, business or technical education—essentially we are trying to open doors by giving students more options. When we do that, we provide them with an ark—the ark of education. The floods of change will come, but if students have learned a sense of options, education will carry them through.

It is certainly important for us to meet change with open minds. I worry about that more than anything else. Those of you who were here last night will recall "Doc" Blakely talking about brain suckers. You remember the illustration he gave of his son coming into the room and asking, "Daddy, what's this?" And the answer was, "It's a brain sucker, and he's starving!" Well, sometimes I feel like my students have been through a brain sucker convention. I cannot get them to think in the way I want them to. They take down what I say, and they regurgitate it back. But I want them to think about what they are doing. They want everything laid out for them: the three ways to catch a man, the seven keys to success, the two secrets of X, Y, and Z. We have made the world so simple that it is hard for us to get people to think.

When I decided to teach college, my brother told me that I had to sit and watch three hours of MTV before I would be qualified to teach. I tried it. I couldn't make three hours. He was trying to get me to understand a generation of younger students—who will become *our* students—who sit down, tune in, and turn off. They expect magic. Dance. Music. How can we get up and talk to these students for 50 minutes when this is the way they are used to taking in information?

Minds Open to Critical Thinking

There is a new term I don't like. It is "info-tainment." It doesn't really give information, and it doesn't really entertain. It tries to give people information while entertaining them, and I think the result is that they are neither informed nor entertained. In that same "docu-drama" I spoke of earlier, I was stunned by the presentation of part of my life. At one point in the movie there was a scene where my husband and I are having a fight about all the time I was volunteering to give to causes. I called the producer and said, "My husband and I did not have that fight." And the producer said, "Well, we know that, but your life has not had enough drama." This is "docu-drama." It gives us neither history nor the kind of thinking that we need. Yet we live in a world where minds must be more open to critical thinking because our world is international now, and we are more affected by the world around us.

A few years ago, as people do, I sat down on New Year's Eve to work on my goals for the year. I had decided I was going to computer cross-reference all the lists I had made in trying to straighten out my life. Over the years I had made dozens of them. As I was sitting there, I thought about the time when I had been a medical records librarian for Holy Cross Hospital, trying to work my way through law school. In those days the key tests for life were the EEG and the EKG. When you are doing well on those tests, the lines go up and down and up and down. If they ever straighten out, you're in trouble. I thought about all the attempts I had made to straighten out my life—and preferably the world and everything around me. But we are never going to be able to do that. What we *can* do is spend the most time possible on the things that are important and get out of the low spots as quickly as we can.

There is nothing more important than being able to manage and cope with change. So I would say the most important thing we can do for our students as teachers is to help them open doors, because open doors mean options. Open doors mean open minds—minds open to critical thinking, to multicultural and world diversity, to different sets of values.

Together, we are building an ark for students and ourselves to see us through troubled times. I am proud to be part of the building team. And I appreciate being part of this convention of movers, of shakers, but especially of *builders*—builders of open doors and open minds.

SARAH WEDDINGTON is an attorney in private practice in Austin. She graduated from The University of Texas School of Law in 1967. In 1972, she became the first woman from Travis County to be elected to the Texas House of Representatives. She served three terms before going to Washington in 1977 to serve in the administration of President Jimmy Carter. From her office just above the Cabinet Room in the West Wing of the White House, she directed the Carter administration's work on women's issues and appointments. From 1983 to 1985, Dr. Weddington was the top lobbyist in Washington for the state of Texas, serving as Director of the Office of State-Federal Relations. In addition to her current law practice, Dr. Weddington teaches part-time at The University of Texas at Austin in the Departments of American Studies and Government. This article is an excerpt from her keynote address at the 1990 TJCTA state convention, interpreting the convention theme, "Open Doors...Open Minds."

NATIONAL MATH MEETING TO BE HELD IN DALLAS

More than 1,000 mathematics educators from throughout the U.S. are expected to attend the 16th annual convention of the American Mathematical Association of Two-Year Colleges (AMATYC). The convention will be Oct. 18-21 at the Fairmont Hotel in Dallas.

Keynote speaker for the meeting will be James Voytuk, director of MS2000 Project which will lay the groundwork for a new mathematics curriculum for the 21st century.

Presentations, exhibits, workshops, and mini-courses will reflect the convention's theme, "Frontiers in Mathematics Education." Among Texans on the convention program are Stephen Rodi, Austin Community College, and Marilyn Mays, North Lake College. Dr. Rodi will chair a panel discussion reacting to the report of the MS2000 Project. Dr. Mays will chair a panel discussion concerning higher standards and improved learning environments in mathematics education.

Demonstrations in state-of-the-art software, hardware, and courseware in mathematics will be offered at the convention hotel and at INFOMART in Dallas. More than 35 publishers and representatives of mathematics organizations will exhibit textbooks and instructional materials.

Additional information regarding the AMATYC convention may be obtained from the convention co-chairs: Eddie Robinson and Tommy Thompson, Cedar Valley College, 3030 North Dallas Avenue, Lancaster, Texas 75134.

EDUCATIONAL TECHNOLOGY CONFERENCE IS PLANNED

The annual Texas Educational Technology Conference is scheduled for Nov. 1-4, in Austin. Sponsored by the Texas Association for Educational Technology (TAET), the conference theme will be "Technology Across Texas."

TAET, a state affiliate of the Association for Educational Communication and Technology, is comprised of technology-using professionals in the fields of training, instructional design, distance learning, telecommunications, adult education, medical and health occupations, television production, interactive video, higher education, and public schools. Approximately one-third of the TAET membership comes from Texas community junior colleges.

Additional information concerning the fall conference may be obtained from Jeanette Cates, TAET Vice President, at Austin Community College, Area Code 512, 495-7164.

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Texas Academic Skills: What Are the Challenges?

Edward R. Barkowsky
Western Texas College

To judge from our reaction, the most threateningly visible component of the TASP is its mandated test. Many see it as merely another nuisance, one more test in the sad tradition of TEAMS. *Texas Monthly*, in fact, has already offered a cute new name: TEAMS II. But such cynicism, even when there seems so much to encourage it, gets in the way of our understanding what TASP is. The "P" in TASP, after all, means "Program;" it is the Texas Academic Skills *Program*. The title clearly suggests there is something more intended here than mere basic skills testing. To provide the effective and relevant remedial help many poorly-prepared students need and—I believe—want, we must shift from thinking of TASP as a test to thinking in terms of sound and creative programs designed to ensure success not just in the classroom but in the lives of these students as well.

Ed Barkowsky

I want to suggest that we stop complaining about testing, give up some of our misdirected basic-skills teaching, and face squarely the real challenge of TASP: we must develop a clearer understanding of our students, provide them with the best teachers we can put in the classrooms, and choose the texts and teaching strategies best suited to their needs. In short, we have to meet the challenge of providing the *programs* which TASP intends us to provide.

Perhaps I should acknowledge that in what follows, I speak specifically about what I know best: the teaching of developmental writing and the supervision of a division in which the teaching of developmental students has become increasingly important in the way we commit both human and fiscal resources. In the last ten years, long before TASP, I have seen at my college the number of students and classes in remedial English increase more than fivefold, even though our college enrollment overall has remained relatively constant. From 1976-86, my English department had one person teaching remedial classes. Now we have five; three devote over half their teaching loads to remediation.

While I address myself, then, to the problems of remediation in reading and writing, I am persuaded that the challenges of TASP are not disciplinary and are not confined to the teaching of one or another subject. A sound remedial program in any discipline depends on our responses to similar challenges.

Many of our attempts at remediation, I would argue, have not worked because they are based on a set of notions which we need to re-examine. Too often, we have equated remediation with basic skills training which, distinguished by its failure, has in reality *given* us TASP. The rationale of such an approach has a long educational history: it is founded on notions of educational psychology and child development theory which hold that children must master certain fundamental elements before progressing to more complex skills. Such an approach, it seems, does two things. First, it breaks both the learning process and its content into small, easily-tested elements which are arranged into a linear progression. We become entangled in teaching and testing for these elements to the neglect of the overall processes of learning. And second, because of its preoccupation with the stages of children's development, it does not always adequately respond to the needs of young adults or the "non-traditional" learners in our classrooms.

College remedial students do not always fit neatly into child-growth patterns. Often, they are intelligent and street-smart, with sophisticated alternate ways of dealing with their world. But they may not know how to go about reading and understanding a shop manual, an appliance warranty, a loan agreement—or a textbook. And if they are asked to present their thoughts in writing, they have problems organizing and presenting them clearly. Lacking the processes needed for success in the academic and vocational classroom, and eventually in a career, many of these students could be more accurately described as "academically inexperienced" rather than somehow intellectually handicapped. To serve them best, we can give them experience and practice in the processes and activities of the college classroom.

Too frequently, however, misdirected remedial programs set goals too low for students. We think, for example, that easy-to-digest, "high-interest" reading materials keep students' attention and prevent frustration. We think that because they have difficulty with grammar, we must limit them to writing sentences and paragraphs—if we move beyond grammar workbooks. But they know our game, and they know we aren't asking for "real" college work. I have tried those approaches. I can't think of anything more deadly and numbing for student and teacher alike, as we limit their experience with language to mechanical exercises not really connected to the extended reading and writing processes they need. But in sparing our students the strain of mastering complex material, we deprive them of the growth engendered by struggle, and we dull the excitement produced by real learning. We give both dignity and growth to developmental students by allowing them to participate in courses which not only undergird and challenge them, but assure them they are a part of college as well.

In a recent examination of university remedial programs, Mike Rose challenges us to add substance to our remedial reading and writing courses. He notes that we misinterpret the "flatness" in our courses and students as signs of "intellectual dullness." But, he observes, "when students are challenged, engaged, brought full into the milieu they bargained for . . . they will know they are participating in the university," and dullness and flatness will disappear.

TASP challenges our commitment to provide developmental students not only with qualified teachers, but with our *best* teachers. Typically, we are saddled with the idea that *anyone* can teach developmental reading, writing, or math. Colleges often choose economically inexpensive part-time instructors, or they assign the least trained and experienced teachers to remedial courses to preserve the political hierarchy of a department.

Instructors sometime look at remedial classes as bothersome prerequisites or demeaning assignments which keep them from teaching "real" courses. Some of these notions, sadly, are encouraged by the Southern Association of Colleges and Schools criteria, which require remedial teachers to be far less prepared than other college instructors.

But the problems of developmental students are complex, and the task of motivating and guiding them calls for vast skill, commitment, and experience. Teachers who are experienced and who know the demands of the college classroom are often those best suited for remedial work, for they understand the preparation necessary for success in higher-level courses. We cannot entrust remedial classrooms to less than our *best* instructors.

Furthermore, I believe TASP challenges us to avoid isolating students and courses from the reality of the demands of college level work. Segregation of students into self-contained remedial departments suggests that their classes are somehow unrelated to "real" college work. Such perceptions are especially harmful if their instructors are seen as teaching only pre-college or developmental students. Of equal importance, instructors outside the remedial department are frequently tempted to view the problems of weak students as being outside their domain. But a strong program for helping underprepared students calls for interrelated strategies and campus-wide concern. In a very real sense, all instructors must see themselves as team members whose purpose is to reinforce the processes expected of students in all college courses. Isolation of students and courses encourages the very teaching methods which are least effective: those which emphasize basic skill development only.

> ***We cannot entrust remedial classrooms to less than our best instructors.***

While basic grammatical and reading skills should of necessity be *components* of a successful remedial program, to dwell exclusively on them cannot respond adequately to the needs of developmental students. The TASP test demands higher-level reading, writing, and thinking skills—a point made clear in its writing section, which requires writers to present sustained development of connected ideas. Exclusive emphasis on basic skills leads to a fragmented and partial vision of what college students are called upon to do. Burdened with fragmentation, they come to see remediation as demeaning trivialization and a series of pointless exercises disconnected from any real application in the classroom or career. Small wonder that so many basic skills courses fail our students. A further difficulty with the basic skills program is the reality that even though students are placed into remedial classes, they may simultaneously need higher-level thinking skills in classes outside the remedial classroom. While they wrestle with finding main ideas in paragraphs and with grammatical problems, their history teacher may be asking for an intelligent and coherent written analysis of the Turner thesis, or their business instructor may be asking them to write solutions to thorny management problems. And even though some colleges restrict developmental students from enrolling in courses which have intensive reading, writing, or math components, the sobering fact is that we have realistically only a semester or two, at most, to remediate students with acute literacy problems. We cannot afford to spend that limited time using methods which, for all practical purposes, have already failed.

Success in college as well as in a career depends on the individual's abilities to arrive at independent ideas, form judgments, and make meaning of complicated and extended written materials. College classes require (or they *should* require) students to analyze, synthesize, and evaluate information and ideas.

By extension, an effective remedial program should have also as its primary charge the development of the processes students need to perform sophisticated thinking tasks. And further, such a program should help students become aware of those processes. If we help students to make sense of a long and difficult text, for example, we should help them see and understand the way they can go about making meaning of that complex material, and that the processes used in making meaning of the text will apply to other kinds of reading.

When we ask of our students the right things, when we help them to understand the processes necessary for thinking, developmental students can read, comprehend, write sensibly, and solve complicated and extended problems. I am aware of at least one remedial writing program in which the primary text is *The Autobiography of Benjamin Franklin*. The course is organized to enhance their awareness of effective strategies for decoding and comprehending complicated material, and the students are expected to read, understand, and write about the text. Most of them succeed. And not a small part of their success stems from their conviction that even though the course is non-credit and college preparatory, the processes they are developing are those which will serve them well in college classes.

The students who can read and write intelligently about Franklin's text will be able to read and make meaning of biology books and accounting texts—as well as corporate reports, insurance policies, and shop manuals—because they possess strategies and processes necessary for reading and writing about complicated works. These students will encounter fewer difficulties in the college classroom than those who have been "taught down to" with only short, easily-digestible materials chosen to match their abilities at a high-interest, low-readability level.

All of this implies that students in remedial classes ought to be challenged to develop the thinking processes necessary to become fully capable and functioning adults—within and without the classroom. Though we risk some degree of frustration as we ask our students to reach far beyond their present levels, we give them—if we are caring and sensitive while we remain conscious of our responsibilities as teachers—something far more important. We give them the real ability to succeed in courses beyond the college preparatory level, and indeed, beyond college itself.

Edward Barkowsky is professor of English and Chairperson, Division of Communications and Letters, at Western Texas College in Snyder. Before joining the faculty at Western Texas in 1971, he taught at Ball State University in Muncie, Indiana, and at South Plains College in Levelland, Texas. He holds the Bachelor of Arts and Master of Arts degrees in English from Texas Tech University, and a Doctor of Philosophy degree from Ball State University.

UT-DALLAS WINS FOUR-YEAR STATUS

The University of Texas at Dallas began enrolling freshman and sophomore students for the first time this summer after receiving approval of the Texas Higher Education Coordinating Board.

UT-Dallas, now in its 20th year, previously offered instruction only to junior, senior, and graduate students. The Texas Legislature voted in 1989 to authorize the institution to admit a limited number of lower-level students contingent on Coordinating Board approval. Under the law, the university is to implement high admission standards and to concentrate on science, mathematics, computer science, and engineering instruction.

The Coordinating Board, acting on staff recommendations, gave approval for the university's downward expansion, at least partly in the belief that projected population growth in the Dallas area will justify the downward expansion.

The Texas Public Community/Junior College Association and TJCTA have consistently opposed downward expansion of the state's upper-level universities. TPC/JCA President Raymond Hawkins, Tyler Junior College, and TJCTA Executive Secretary Charles Burnside addressed the Coordinating Board to urge denial of the UT-Dallas expansion. The text of Mr. Burnside's remarks appears below.

My name is Charles Burnside. I am Executive Secretary of the Texas Junior College Teachers Association—a professional association of more than 6,000 educators in Texas two-year colleges and technical institutes.

I appreciate very much the opportunity to appear and comment on the issue presently before the Board. As you may know, our president and immediate past president were "fog-bound" in Houston last Wednesday, and were unable to get to Dallas in time to testify at the public hearing there.

Mr. Chairman, I must confess that I feel some little discomfort this afternoon. I feel something like —I'll put it delicately—"a child of questionable parentage at a family reunion." The easy thing for us to do would be to jump on the band wagon and endorse the proposal presently under consideration. But, Mr. Chairman, with all respect to the Commissioner and to your Board, we simply cannot remain silent, and we can't jump on this band wagon.

Hopefully, you received copies of our organization's position statement regarding the downward expansion of the University of Texas at Dallas. I shall not repeat the specific and detailed concerns expressed in that statement. I would like to stress a couple of points very briefly.

First, we simply cannot understand how anyone can maintain that the approval of the application for the expansion of UT-Dallas will not be harmful to other institutions of higher education. Perhaps the duplication of courses available at nearby community colleges and other public and independent universities is not significant; we think it is. Perhaps the siphoning off of some of the brighter students during their first two years of college, depriving less motivated or less prepared students very important role models, is not important; we believe it is.

In at least one way—one very painful way—the conversion of that institution to four-year status will have a deleterious effect on *every single college and university* in this state, including, ironically, other components of the University of Texas System. The grim truth is—and surely everyone in this room must know it—that the state of Texas is not able to support adequately its *existing* higher education system.

I was in this room in 1986 and again in 1988, when this Board discussed its recommendations regarding funding for higher education. My distinct recollection is that there was unanimity among members of the Coordinating Board on both those occasions that there simply were not enough state dollars available to fund higher education at the desired levels. And it will be interesting to see what is said and done by the Board in your meeting next week when you take up funding recommendations for the 1991 legislative session.

Perhaps I should be more optimistic. But I think it's important that we be realistic and frankly recognize that this state has limited resources—resources that already are inadequate to meet the needs. And when you have finite resources and are facing increasing demands, it must follow as night follows day that the result is a dilution of available resources. Thus, I respectfully submit that every single state-funded institution of education—and, for that matter, every agency and entity funded to any extent at all by state dollars—will be the loser if this proposal is approved.

We are concerned, also, Mr. Chairman, that favorable action by the Board on this issue will be perceived around the state as an invitation for other upper-level institutions to make their cases for downward expansion. We viewed with no small amount of horror the recklessness of the log-rolling process during the last legislative session. And I think there is no doubt that other communities, encouraged by other philanthropic, public-spirited, civic-minded leaders, aided by other excited chambers of commerce, will be right here knocking on your door within the very near future.

We are disappointed by the conclusions pronounced by some that the "upper-level" concept for providing higher education opportunities for the people of this state has failed. It might be observed, however, that in this as in most other endeavors, if the principal parties involved are committed to its failure, then it might well fail.

One final point, and I'll sit down. Our organization recently conducted a survey of major announced candidates for governor and lieutenant governor. One of the questions put to the candidates was "What are your views on the 'downward expansion' of upper-level universities...to include freshman and sophomore level courses?" We didn't ask about the proposed downward expansion of any particular institution—just about the idea in general. Let me share the replies we received:

From Mr. Mattox: "...It is not wise for the state to create additional four-year colleges until those currently in existence are adequately funded."

From Ms. Richards: "...Given the state's limited funding resources for education, we cannot afford to duplicate educational services... We must be careful not to weaken the role of a junior college through unnecessary competition with four-year universities."

From Mr. Hance: "The issue of 'downward expansion' is now the subject of considerable review by the Coordinating Board, the Texas Research League, and other respected entities. Their recommendations must be considered before a firm policy in this regard can be formulated."

From Mr. Luce: "Generally, I think the existing state educational system is sufficient to meet Texas' needs at the present time. Thus, I would be very hesitant to expand the existing system."

From Mr. Williams: "...The advantages of expansion must be weighed against the potential damage that expansion can cause to the local community colleges already in place."

From Mr. Mosbacher: "Before changing the status of any college or university, I would want to...be certain we can afford to protect our current investments in higher education..."

From Mr. Bullock: "We need to improve the quality and ease the burden of the cost of higher education institutions we already support before we expand. You don't build onto a house if you're already having a hard time keeping the place in repair and meeting the current mortgage."

Well, Mr. Chairman, I'll close by urging—fervently and respectfully—that you act on this issue today on the basis of what is in the best interests of the state's total college and university system rather than on the basis of what seems desirable and popular in one region or for a single institution.

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Charles L. Burnside
Editor

TJCTA

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VOLUME XXII SEPTEMBER 1990 NUMBER 1

TJCTA HOSTS ANNUAL CONFERENCE FOR FACULTY LEADERS

Mary Tyler

Frank W. Hill

Don Adams

Forty-three Texas community junior college campuses were represented at the 11th annual TJCTA Conference for Faculty Organization Leaders held recently in Austin. Almost 150 faculty leaders participated in the day-long meeting.

Principal speaker for the opening session was Mary Tyler, professor of education at East Texas State University at Texarkana, whose topic was "From Stress to Success: Communicating with Difficult People." Dr. Tyler involved conference participants in demonstrating techniques for enhancing interpersonal communication.

TJCTA attorney Frank W. Hill, senior partner in the firm of Hill, Heard, Gilstrap, Goetz & Moorhead, in Arlington, addressed the conference's second session on the topic "Current Legal Issues Affecting College Faculty." Mr. Hill discussed recent court decisions and responded to participants' questions concerning faculty rights and responsibilities.

Speaker for the luncheon session was Austin attorney Don G. Adams, who spoke on "The Faculty Organization and the Texas Legislature." Mr. Adams, a former member of the Texas House of Representatives and Texas Senate, discussed legislative concerns of Texas two-year colleges and shared general observations concerning the state's fiscal condition. He urged faculty leaders to encourage their campus colleagues to support the Junior and Community College Political Action Committee ("JACC-PAC") as a means of influencing policy decisions and legislative actions affecting the community, junior, and technical colleges.

"The Faculty Role in College Decision-Making" was the topic for the afternoon session. TJCTA Executive Secretary Charles Burnside discussed elements necessary for effective faculty participation in the decision-making process and contrasted the "adversarial" and "collegial" styles of administration-faculty relationships. "The most important single and indispensable element is trust," according to Mr. Burnside. "Trust is not conferred automatically; it must be earned. And once earned, it must be guarded vigorously. For once trust is lost, once trust is broken, it might never be restored."

NOMINATING COMMITTEE INVITES RECOMMENDATIONS

J. Doug Richey, Northeast Texas Community College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the Association for 1991-92.

Recommendations should be submitted *immediately* in order to be considered by the Nominating Committee in its mid-November meeting.

Recommendations should be sent to:

J. Doug Richey, Chairperson
TJCTA Nominating Committee
Northeast Texas Community College
P. O. Box 1307
Mount Pleasant, Texas 75455

Dr. Richey may be reached by telephone at his office: Area Code 214, 572-1911, extension 374, or at home: Area Code 214, 572-7446.

PANEL STUDIES STAFF INSURANCE CRISIS

A special legislative Joint Select Committee on Employee Benefits has been at work for the past year studying, according to its charge, "the administration of employee health insurance programs, including those programs administered by institutions of higher education." The panel consists of five members from each house of the Legislature and is co-chaired by Sen. Gonzalo Barrientos, D-Austin, and Rep. Nolan "Buzz" Robnett, R-Lubbock.

The committee has held several meetings to receive public testimony and hear reports and recommendations of consultants. Testimony from college representatives and from employee groups stressed the critical nature of the problem. In remarks presented to the committee by a TJCTA representative, it was pointed out that the higher education insurance program has not measured up to the expectations either of the Legislature or of college employees. The committee was told that among community junior colleges there are substantial disparities between benefits provided and premiums paid for employee dependent coverage. Small colleges with high claims find themselves facing unpleasant choices. "Sadly, some of our members, having found themselves unable to afford coverage for dependents, have dropped insurance coverage for spouses and children, leaving themselves at very great financial risk in the event of a catastrophic illness or injury," said Charles Burnside, TJCTA Executive Secretary. "Clearly, the needs are real and the situation is critical," he said.

Commenting on the range of proposals submitted for committee consideration, Burnside said, "As with practically every

(Continued on page 2.)

INSIDE: CANDIDATES COMMENT ON TWO-YEAR COLLEGE ISSUES
Turn to Page 3.

PRESIDENT'S MESSAGE

Fall in Texas. You know it's here when daytime temperatures drop into the balmy lower 90's. You know it's here when the skies over towns from Wink to Waxahachie and from Shamrock to San Juan are filled with footballs. And you know it's here when students of all ages from around the state return to (or begin) college studies.

I hope you had a restful, enriching summer. And I hope you have returned for the Fall semester with a new enthusiasm to teach those students. Many community junior colleges have enjoyed healthy enrollment increases for the Fall semester, so our classes are full and our schedules hectic. But in the midst of what often seems like utter chaos, be sure you take a few minutes to renew your commitment to professionalism by renewing your membership in the Texas Junior College Teachers Association.

TJCTA is *you*, and you are the heart and soul of this Association. Last year's membership exceeded 6,000 statewide, and we will need the same strength that such numbers afford this year as we look to a future filled with intangibles and unknowns. We *do* know that funding during the upcoming biennium will be very uncertain, and the projected revenue shortfall of $3 to $5 billion facing the Legislature in January increases that uncertainty. But you can be assured that TJCTA will be there, in Austin, as always, working on your behalf. Already, I've had the opportunity to testify before the staffs of the Legislative Budget Board and the Governor's Budget Office as well as the House Higher Education Committee. In October, our Legislative Committee, chaired by Bill Davis of Texas Southmost College, will meet and formulate a legislative program which will serve as the foundation for our efforts during next year's regular session.

Of course, our other committees also have met during the fall, and one of the first activities of the year was the highly successful and well-attended eleventh annual Conference for Faculty Organization Leaders, planned by the Professional Development Committee of TJCTA. Conference participants heard some fine speakers (as related in the report on page 1), but probably the most worthwhile part of the day was time spent in informal discussions and "idea-sharing" among faculty leaders from colleges across our state.

As you plan your activities for this academic year, be sure you mark the dates of February 21-23, 1991. That's when the 44th annual convention of the Texas Junior College Teachers Association will be held at the Hyatt Regency Hotel at the Dallas/Fort Worth International Airport. The section meetings will be more numerous than ever before, the general session speakers will be dynamic and thought provoking, and the opportunities for recreation, revitalization and professional development will be unparalleled. I'll be there, and I hope you will, too.

As you can see, it's going to be a very busy year for the Texas Junior College Teachers Association. Won't you join this most effective organization as we continue to serve you?

I look forward to working with my fellow officers and with the many committee members and chairpersons as together we strive to serve you during the coming year.

David Clinkscale

STAFF INSURANCE STUDY

(Continued from page 1.)

great issue confronting us, there are strong and valid arguments on both sides of each major alternative suggested. However, given the enormity and complexity of the problems in health insurance for college employees, we believe a very strong argument exists for the creation of a single higher education program under an expanded Coordinating Board Administrative Council, where the risks can be distributed more evenly and the costs controlled more fairly."

Testimony before the committee indicated that the soaring cost of health insurance is due to a *variety* of factors: sophisticated technology, malpractice insurance hikes, "unnecessary" services, an aging population, and state-mandated coverage for mental health and substance-abuse programs—just to name a few. Another category of "administrative costs" is highly erratic (3.4 percent to 20 percent of premiums at Texas two-year colleges, according to an Administrative Council report). As for AIDS, a medical expert at the University of Texas testified that the epidemic accounts for only one percent of costs in the UT system. Americans tend to blame insurance company profits for the increases, but the statistics presented to the committee—by a variety of witnesses—has not given much support to such a view. Fewer and fewer companies are entering the market.

It is the "administrative costs" component where consensus for change appears to be building. Studies have consistently demonstrated that the U. S. is the "most administratively expensive country in the world," as one witness announced, yet lags far behind other industrialized nations in actual *delivery* of health care.

It is too early to tell, what, if anything, will emerge from the select committee's study. But an atmosphere of near-panic exists on some two-year college campuses. "There are two kinds of colleges," stated C. A. Roberson, chancellor of the Tarrant County Junior College District. "Those that are *in* a crisis and those that *soon will be*." Most tragically, some employees have been forced to *abandon* health insurance coverage completely, particularly for dependents.

Rep. Robnett described the issue of employees' health insurance as "a train wreck waiting to happen."

TJCTA officials will continue to monitor the work of the select committee.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1991 convention at the Dallas Fort Worth International Airport.

Suggestions should be received by Feb. 1, 1991, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 21, 1991, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

David J. Ligon, Chairperson
TJCTA Resolutions Committee
Tyler Junior College
P. O. Box 9020
Tyler, Texas 75711

TJCTA
MESSENGER

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President

CHARLES L. BURNSIDE
Editor-Executive Secretary

Ann Richards
Democratic Party
Nominee for Governor

Bob Bullock
Democratic Party Nominee
for Lieutenant Governor

Rob Mosbacher
Republican Party Nominee
for Lieutenant Governor

Candidates Comment On Major Issues

Texas voters go to the polls Nov. 6 to elect a Governor and Lieutenant Governor. Winners of those two offices will wield enormous power over the future of the state. Although as a tax-exempt organization TJCTA does not make political endorsements, it is appropriate to help inform members concerning the views of major candidates on issues of importance to the state's two-year colleges. Last December, candidates responded to two important questions (dealing with the "funding mix" between state and local funds for community junior colleges and the issue of "downward expansion" of upper-level universities to include freshman and sophomore level courses in their curricula). Last month, the Democratic and Republican nominees for Governor and Lieutenant Governor were asked to respond to four additional questions.

Following are the questions posed by the TJCTA survey and the candidates' responses. We are including the questions and responses from the previous survey.

QUESTION: ***The state's share in the "funding mix" (of*** **state** ***versus*** **local** ***funds) for junior colleges has been dropping in recent sessions of the Legislature. Thus,*** **ad valorem** ***property taxes have been forced to make up the difference, as state appropriations pay proportionately less of the bill. What do you think of this trend?***

What do you regard as an appropriate mix between **state** ***and*** **local** ***funding for junior colleges in Texas?***

MS. RICHARDS: "I do not support a continuing decline in the state's portion of funding for junior colleges in Texas. We have placed an unreasonable burden on local property owners by requiring them to pay higher property taxes to underwrite the costs of public schools and junior colleges, and this trend must stop. I cannot state precisely the appropriate mix between state and local funding for junior colleges. However, I feel strongly that the state must recognize the important role of junior colleges and should pay a greater portion of the cost and/or expand the tax base of junior college districts to include greater geographic areas. As Governor, I will work closely with legislators, local officials, and junior college representatives to insure that junior colleges are treated as essential components of our overall education plan and that property owners are not required to assume an unreasonable responsibility for the funding of education."

MR. BULLOCK: "Many property taxpayers in Texas already carry too heavy a burden in supporting local public schools. Increases in the local property tax obligation to bridge the gap between need and state funding of junior colleges staggers some communities. And, as with the public schools, the communities who need the two-year college programs the most have the least local resources to support the growing costs. The cost of junior colleges is shifting toward more local support, just to keep up with the growing enrollments. Like it or not, the state is going to have to pick up a little more of the burden—at least in those communities where the tax base is low and need is higher. I'm not saying raise more taxes statewide to ease the local burden of community college costs. I do think the Legislature needs to consider that the current mix of funds—about 46 percent local to 54 percent state—doesn't take into account local costs for debt service or construction. There's no ideal mix for state-local support; that could vary from community to community. But the Legislature needs to look at the role of junior colleges: They offer an educational opportunity for many Texans who can't go directly from public school to college full-time. Because they are accessible, affordable, and flexible, they contribute in a very unique way to the educational opportunities available to students who might not otherwise go past public school. That makes them a valuable Texas commodity. And we need to fund them accordingly."

MR. MOSBACHER: "I am not sure that there is an absolute optimal funding mix between state and local funding for junior

(Continued on following page)

colleges. I will say that I don't want to see public education mandates, at either the higher education level or the lower levels, coming out of Austin without regard to their impact on services. Community junior colleges already play a crucial role in meeting the needs of our state's young population. If Texas is to capitalize on the size and youth of our work force, we must have quality programs at all levels of the higher educational system and that means resources from the state to make sure that the job gets done."

QUESTION: ***What are your views on the "downward expansion" of upper-level universities (which offer junior, senior, and graduate level courses only) to include freshman and sophomore level courses in their curricula? What should be the role of the Texas Higher Education Coordinating Board when local leaders want a "full" university in their area?***

MS. RICHARDS: "The Texas Higher Education Coordinating Board should make the final decision about expansion of upper-level universities to include freshman and sophomore courses. Given the state's limited funding resources for education, we cannot afford to duplicate educational services. Careful planning and coordination throughout our education system is critical, and the Coordinating Board is the appropriate body to assess the needs in a given area and to determine when and where expansion is called for. Junior colleges provide opportunities that are not available through four-year universities and serve many students who would not attend a four-year university. We must be careful not to weaken the role of a junior college through unnecessary competition with four-year universities."

MR. BULLOCK: "The Texas Higher Education Coordinating Board needs to recognize that junior colleges play a unique role in higher education in this state. Very often, because of family or financial circumstances, many students *choose* a junior college over a four-year institution as the best way to continue their education after public schooling. I know from personal experience—I might have never gone to college if I hadn't had a junior college in my small hometown. The average age of the junior college student is 27—that says people are going back to school or they're picking up an education between raising a family and holding down a job. They can do that because junior colleges are accessible: they meet these special needs. Before the Coordinating Board allows any further downward expansion—which saps strength and students from local junior colleges—they need to examine that trend as part of their on-going staff study on upper-level institutions. We need to improve the quality and ease the burden of the cost of higher education institutions we already support before we expand. You don't build onto a house if you're already having a hard time keeping the place in repair and meeting the current mortgage. And the Coordinating Board needs to re-evaluate the funding mix for all junior colleges to see if the state's paying its fair share on the mortgage."

MR. MOSBACHER: "We must keep our community colleges strong so they can fulfill their increasingly important role in educating the citizens of Texas. At the same time, we must make all our institutions of higher education as efficient as possible. Before changing the status of any college or university, I would want to (1) be certain we can afford to protect our current investments in higher education and (2) have strong evidence of community support, including financial support, for any change in status."

QUESTION: ***For many years the Texas Higher Education Coordinating Board has recommended funding community junior colleges at "full formula" rates based on actual student enrollment, as measured by "contact hours." The Legislature has never adopted the funding rates recommended by the Coordinating Board. Would you support "full formula funding" for two-year colleges?***

MS. RICHARDS: "The State must recognize the importance of two-year colleges and pay its fair share of the cost of educating students at these schools. We cannot continue to ask local taxpayers to pay more of the bill; in recent years the state share has dropped from 65 percent of operating costs to 51 percent. If we are to continue to provide quality, accessible education with a good faculty, state-of-the-art equipment and other necessities, two-year colleges must receive adequate funding from the state. The state must use the funding formula studies to develop a *stable source of funding* for all schools."

MR. BULLOCK: "I support efforts to ensure that the state pays its full and fair share of the cost of junior college programs. I am disturbed by the fact that the state's share of the cost declined from 65 percent state and 35 percent local in 1982 to 53 percent state 47 percent local in 1989. The state's contribution is dwindling at a time when costs and enrollments are rising and the local tax base is diminishing. The sate should not mandate programs it is not willing to finance and can not continue to place a larger burden on local property taxpayers. A prime example of the harmful effects of the state failing to provide its fair share are the reports that—despite a vital need for more nurses—some junior colleges are being forced to turn away students who want to enter nursing programs because the schools lack adequate funding for these programs. These reports only strengthen my conviction that the Coordinating Board and the Legislature must reevaluate the funding for community colleges to ensure that the state pays its full share of the cost of junior college programs."

MR. MOSBACHER: "Community colleges must have sufficient funding to fulfill their mission, which will be increasingly important in the years ahead. In recent years, the State share of operating revenues for two-year colleges has declined. Statewide, funding for community colleges varies greatly, depending on the local capacity to support them through taxes, tuition, and fees, among other factors. We must assure that the State bears an equitable share of the funding burden and that two-year colleges receive adequate support. The many functions served by community colleges are very important—educationally, economically, and socially—and such colleges must continue to serve them all. I would hope, however, that we could improve our elementary and secondary education system so that less effort need be spent on remediation at the college level."

QUESTION: ***Community junior colleges serve a number of important educational purposes in our society: academic transfers to universities, occupational/technical training, remediation, continuing education and retraining, and personal enrichment—just to name a few. Do you see our colleges continuing to serve*** **all** ***these functions? Are there any of these which you think are particularly important? Would you like to see any changes, additions, or deletions?***

MS. RICHARDS: "All these functions are important. Community colleges are one of the greatest educational resources in this state serving 63 percent of all first-time Texas college students. The academic transfer, occupational/technical training and retraining are all critically important as we build the 'new Texas.' We know that by the year 2000 the majority of jobs will require more than a high school education and that many people will need training as their current jobs are phased out. The need for remediation should decrease significantly if public schools are given the authority and funding to do their job. I would like to see more 2+2 programs developed."

MR. BULLOCK: "Texas' community colleges must serve all their existing functions, plus expand into new areas if we are to meet the educational needs of the future. The future of Texas will rest on our ability to guarantee a literate, trained citizenry equipped to meet a changing economy. Community colleges must fill an important niche in the state's education system, assuming increased responsibility for providing work and life skills to young Texans and re-training older Texans. Community colleges will also be called upon to give a growing number of students the educational foundation necessary to handle upper-level college work as more students begin their college careers at community colleges before moving on to senior institutions. I—like thousands of young Texans today—was able to get a college education only because Hill College was there as a doorway to a better future. This door must be kept open for the students of tomorrow."

MR. MOSBACHER: "Especially important is the partnership between junior colleges and four-year colleges and universities. Many Texans with the desire and ability to earn a baccalaureate degree would not be able to do so without the preparation provided by community junior colleges. These graduates in engineering, business, education, and many other fields, who began their higher education in our junior colleges, are an indispensable asset to our workforce. Also important are the occupational/technical training and the continuing education and retraining functions of two-year colleges. As an employer, I have seen first-hand the gap that has developed between entry-level skills required in an increasingly technical workplace and the basic-skill levels of high school graduates. The technical training and continuing education offered by community colleges help bridge this gap and keep our workforce truly competitive."

QUESTION: ***Texas colleges and universities are presently implementing the Texas Academic Skills Program, which includes the testing of competencies in reading, writing, and mathematics. Students who do not pass the test are directed into remediation courses. The overwhelming proportion of this remediation falls upon the community junior colleges of Texas, which often find the funding for the courses inadequate to meet the needs of students. What is your opinion of TASP, and what do you think of the state's frequent propensity to* require *programs without* paying *for them?***

MS. RICHARDS: "I strongly believe 'If you can't fill the till, don't pass the bill.' Adequate state funding must accompany state-mandated programs. As a former county commissioner, I know how difficult it is to continue to ask local taxpayers to foot the bill for state initiatives, and this must stop. TASP scores show all too clearly the need to improve our public education system. That will be my first priority as Governor. Until those improvements are made, I support full funding for remediation courses to help our students stay in school and receive the education they need.

MR. BULLOCK: "Since the TASP will not be fully implemented until this year, it is too early to judge its effectiveness. The program should help colleges and universities identify student deficiencies and develop ways to meet students' special needs. This is a valid goal, but our community colleges should not be forced to bear the cost of correcting deficiencies which are not their fault. I have consistently said that I oppose the state government mandating programs unless the state pays its fair share. TASP should not be an exception to this rule."

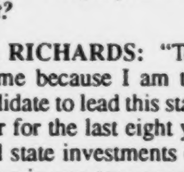
MR. MOSBACHER: "The Texas Academic Skills Program is intended to assure that students at Texas institutions of higher education have the necessary skills to do college-level work. To quote the TASP bulletin, 'With an improved level of skills, students will benefit more fully from their higher-education course work and be better prepared to succeed after college.' This is an admirable purpose, but its concomitant is a range of remedial programs that must be implemented, chiefly by junior colleges. If these remedial programs are to be imposed upon institutions of higher education, they must be adequately funded. Education at all levels in Texas is burdened with a variety of State-mandated programs. As Lieutenant Governor, I shall vigorously oppose State requirements for educational programs without adequate funding."

QUESTION: ***Why should a supporter of Texas community, junior, and technical colleges vote for you instead of your opponent?***

MS. RICHARDS: "Texans should vote for me because I am the most qualified candidate to lead this state. As State Treasurer for the last eight years, I have managed state investments earning almost $2 billion in non-tax revenue—more than all the previous treasurers combined in the 147-year history of Texas. The next governor must be prepared to 'hit the ground running.' The problems that fact the state in education, criminal justice, economic growth demand a chief executive that does not require on-the-job training. I have demonstrated that I can provide strong, efficient and ethical leadership. I can bring a breadth of experience to the job as a parent, an educator, a county commissioner and a state official. Clayton Williams has touted himself as a successful businessman who proudly states he has no experience in state government. When Texans begin to look into Mr. Williams' business dealings, they find that the 300 lawsuits he has been involved in show he is a wheeler-dealer accused of, among other things, pollution, price fixing and fraud. They find a man who has an unprecedented number of conflicts of interest between his business holdings and the regulatory agencies of the state. Mr. Williams has refused to release his tax returns and explain his business holdings to Texas voters. The potential conflicts of interest between a businessman who refuses to place his assets into a blind trust and a would-be governor are all the more critical. This is a serious issue which is related to the purpose of government itself, which is to provide opportunity for all—not just to protect the business interest of a few."

MR. BULLOCK: "I have always been a friend of education and guaranteeing adequate funding for our educational system from the top to the bottom is a top priority for me. As a graduate of a junior college I have a special appreciation of their importance to Texas and its future. As lieutenant governor, I will be in a position to help bring about the needed changes and a recognition by the state of the vital role they play. I have proven in my current position as state comptroller that I am not afraid of innovation and that I know how to make programs efficient. I will bring the same dedication to the effort to make education the state's top priority."

MR. MOSBACHER: "As a businessman, my understanding of the importance of community colleges is not just theoretical: I know that we cannot hope to compete as a State in the national or international marketplace without a well-trained, educated, and motivated workforce. The academic transfers to universities, technical training, continuing education, and retraining that community colleges provide are essential to preparing and maintaining such a workforce. Furthermore, I am committed to reducing the red tape and unfunded mandates imposed by the Austin bureaucracy that interfere with the ability of community colleges to provide such essential services. I do not believe you have to spend 20 years in Austin to know what the problems are. In fact, if you have been there that long, there is a good chance you are part of the problem. I want to be part of the solution."



Republican gubernatorial nominee Clayton Williams declined to respond to the September TJCTA survey. A TJCTA official talked with Brad Gahm of the Williams campaign staff in Austin. Mr. Gahm said that the candidate "just doesn't have time to respond." Mr. Williams *did* respond to the December 1989 TJCTA survey.

Editor's Note: Under special arrangements between TJCTA and the Texas Association of College Teachers (TACT), publication rights to the annual TACT study of Optional Retirement Programs and Tax Deferred Account investments were acquired by TJCTA. Results of the TACT analysis appear on the following pages of this issue of the *Messenger*.

Analysis of Possibilities for ORP/TDA

Frank L. Wright
Special Consultant and Executive Director *Emeritus*
Texas Association of College Teachers

Makes Big Difference

You have probably heard it said that the purchase of a home will be the most important financial decision you will ever make. But, in truth, the value of your retirement program, including Optional Retirement Program (ORP) or Teacher Retirement System (TRS), social security, and other possible savings, will greatly exceed the value of any home or building you will ever buy.

Frank L. Wright

A faculty member, for example, entering the profession at age 30 and at an average salary of about $30,000 can achieve an ORP value of $2.1 million by age 65. (This figure assumes salary increases of 5% per year, continuation of present rate of contributions, and deposit into an account compounding at 8% annually.) Even more startling is the fact that this figure would increase by more that half a million dollars—$561,084, to be exact—if this faculty member could raise the performance just 1%, to 9% compounding for this period.

Have you paid attention to your ORP investment recently? Or have you considered supplementing TRS or ORP with a flexible TDA investment? Small differences at this time can make a major difference over the long haul. The articles on these pages of the *Messenger* are designed to stimulate you to consider this matter and to help you make sound decisions about placement of ORP and/or TDA savings.

In Your Interest

Everyone employed by a Texas public college or university has a potential interest in the information presented here. Persons using ORP as their official retirement will want to use this information to assure themselves that they are utilizing the best possible vehicle for their purposes. All others are qualified to make additional savings in a tax sheltered form by utilizing these same products. They should plan to use one of these programs if they are able to save systematically in any regular amount and can afford to put savings away until they reach age 59½.

Saving "before tax" dollars is nearly always advantageous because the savings on current taxes are put to work earning tax deferred dollars for future use. Withdrawals when taken at or before retirement will be taxable as regular income, but the extra earnings made by dollars that otherwise would have been paid in taxes plus the tax sheltering of all earnings or growth in the meantime will nearly always add up to more than taxes due on withdrawal. New regulations about withdrawing funds from TDA were included in the tax reform bill, making it desirable to use this vehicle for planned expenditures to take place after you have reached age 59½. Prior to that age, withdrawals are restricted to death, disability, and certain financial hardships, with the latter having a 10% penalty in most cases.

The amount you can save by salary reduction, in addition to ORP and TRS, is limited by the 1986 "Tax Reform" law, and some question still remains about how to calculate the exact amount. The Advisory Committee and the Administrative Council under the Texas Higher Education Coordinating Board issued a suggested formula for calculating the "Maximum Exclusion Allowance"—which is the technical term for the amount you can defer. Your college and/or company probably has a formula which they want used for this calculation, which may or may not be the "suggested" one. The formula uses salary, years of service, and previous tax sheltering to arrive at the amount which now can be tax deferred. Such calculations should allow you to tax shelter from 7% to 13% of salary by voluntary salary reductions, in addition to ORP and/or TRS "pickup" payments, with a ceiling of $9500 per year. For persons employed 15 years or more, limited "catch up" provisions allow exceeding this amount.

These same products can be used for other tax deferred savings—IRA, Keogh, or HR10, 401(k) deferred compensation plans—but the 403(b) program is preferred for most faculty under the 1986 tax law. Persons with self-employed income from royalties or writing or consultation should, however, use some version of the Keogh plan for self-employed income in addition to the 403(b) program.

Evaluating Products

All of the products discussed herein are technically known as 403(b) programs (after IRS Code section) but common names are TSA (Tax Sheltered Annuity), TDA (Tax Deferred Annuity or Account), or Salary Reduction Account. In these articles the term TDA will be used to designate all vehicles for use under 403(b)—Fixed Annuities, Variable Annuities, Direct Investment in Mutual Funds, or Custodial Accounts.

Since IRS now allows a nontaxable transfer from one vehicle to another, since most colleges provide for changing vehicles for ORP and TDA at least annually, and since most companies will cooperate in transferring accumulated funds, no faculty member, librarian, or other qualified participant needs to remain locked into an inferior program.

Companies Included

Every company writing any significant number of ORP/TDA programs in higher education in Texas was invited to submit information for this presentation. All which supplied complete information are included.

If the company holding your TDA or ORP is not included, chances are that its product is out-of-date and being revised, and you should check with your company.

Products not included should be tested by these same criteria and scrutinized carefully.

Not all companies listed will be available at every college. In fact at some institutions you may still have a fairly limited selection for ORP since a recent Attorney General's Opinion reaffirmed that a college administration has authority to select and approve companies for use in ORP. Somewhat greater flexibility is possible in TDA, since an institution is required to accept and continue any qualified program in which an employee is participating when hired. If a company listed in this study is of interest to you but not available at your institution, check with the personnel department and see what can be arranged.

TACT and TJCTA appreciate the cooperation of all companies supplying information for this study. Over the years this study has become widely accepted and used all over the nation, but still maintains its primary purpose of assisting faculty in Texas colleges and universities. It is made possible by the cooperation of these companies.

Selecting a Tax Deferred Program: Factors to Consider

How are you to choose which product to use in your own ORP and/or TDA? When should you change from one program to another? What questions should you ask yourself? A salesperson? These are legitimate and confusing questions; and, unfortunately, there are no simple answers. The balance of this presentation is devoted to helping you evaluate alternatives. Offerings of over 60 companies are described in some detail in the following pages, and a serious effort has been made to deal with this very complex subject in a simple, understandable way.

If it were possible to predict with certainty the long-term financial and investment results of any product, then selection would depend almost wholly on this factor. Unfortunately, such prediction is not only impossible, but is dependent on many unforeseeable possibilities. It is further confused by various claims and counter-claims used by companies to assert an apparent advantage. Maximum return depends on a number of interdependent factors, most important of which are: (1) choice of investment vehicles; (2) performance of that vehicle in any given segment of time and over a long time; (3) settlement alternatives at retirement and annuity rates available then; (4) adaptability to changing circumstances; (5) costs and charges assessed.

Since prediction of maximum return with any certainty is not possible, other factors assume considerable importance in evaluating choices. Among these are: (1) transferability and flexibility without undue expense; (2) guarantees offered; (3) security and reliability of the company; (4) services offered and performed; and (5) concurrence with your personal preferences concerning risk tolerance and attention to financial matters.

Each of these factors will be considered in subsequent pages.

Maximum Performance

Since actual performance among different plans can be compared only after the fact, any attempt to compare products based on past and current data is necessarily limited as to its predictive capabilities about future performance. Salespersons may make many predictions. Consider them all with some skepticism and insist that they be put into writing. You may be surprised at the decrease in certainty when you ask the salesperson to put it in writing.

Kinds of Programs

Fixed and Variable: Two primary kinds of investment vehicles are offered by 32 insurance companies listed herein—Fixed Annuities and Variable Annuities, or some combination of the two. Payments and investments into the Fixed portion are placed in bonds, mortgages, and debt instruments in which your money is loaned out to earn interest until returned as certain dollars at a future date—hence the name "Fixed Account." Payments and investments into the Variable portion are used to purchase bonds or stocks issued by businesses, industries, or governments through careful selection and diversification by management to achieve the purpose of the account as stated in the prospectus. Dividends and gain/loss in market value are represented in the unit value, which will change periodically, each day in most instances—hence the name "Variable Account."

Many of the companies offering variable programs offer two or more investment vehicles within the variable account, allowing free exchange between funds with differing objectives. See Table 1 for information on the variety of opportunities offered by each company.

An even more varied and self-directed investment has been allowed by law since TACT and TJCTA helped pass legislation in 1981 and is now becoming available more widely in colleges and universities. This possibility allows direct investment into mutual funds without going through an insurance company's annuity vehicle. Placing your ORP or TDA in a family of mutual funds allows free transfer of accumulations, often by a telephone call, among a wide variety of investments and thus provides a wide range of opportunities to adapt to changing objectives and economic conditions. Read the article on page 13 for more information on this alternative.

Managing Funds

Utilizing the opportunity to direct your purchases toward Fixed or Variable and/or to shift your accumulated assets from one type of investment vehicle to another can make a marked difference in the end result of your retirement accumulation. Variable accounts and growth-oriented funds can (and did in 1980, 1982, 1985, and 1989) gain 20%, 30%, and more in a single year. On the other hand, such accounts can (and did in 1981 and 1984) lose as much as 5% or 15% or more in a single year. To take advantage of very substantial gains in Variable or growth funds in some years and then to preserve this gain (and avoid losses) by staying in Fixed or Money Market funds in others can be very beneficial and produce results not available in a single-purpose product.

Exercising these sorts of choices to your advantage is not a simple matter, especially since you have to react just about opposite to the general trend of the time. That is, when the stock market is flying high and everyone wants in, you get out and move some or all of your accumulated assets to Fixed. On the other hand, when the stock market is low and everyone is complaining, you change your purchases to Variable and shift all or part of your accumulations from Fixed to Variable. If you instead follow the general trend and move to Variable when the market is flying high, and then desperately move to Fixed when the market has been low for some time, your end result will be terribly disappointing. Nevertheless, you stand to benefit substantially from having this ability and exercising it judiciously two or three times a decade.

Another strategy for use of such investments is recommended in the article by Gary Battenberg on page 16. He advocates staying with growth oriented funds through highs and lows to gain over time from good management, dollar cost averaging, and economic growth.

It Can Be Done!

Use of any such varied offerings requires financial understanding and management decisions which may be burdensome for many faculty, and there is no guarantee of success! Many people say "you can't outguess the market" and thus advocate avoiding it. The procedures recommended above do not suggest trying to get the last ounce out of a market rise or to avoid the last bit of a market fall. They suggest simply responding when it is *very clear* that the market (for stocks or bonds or certain kinds of mutual funds) is clearly high or clearly low. Remember that money held as fixed dollars is losing value in times of inflation. No long-term savings program is without risk—investment risk and/or inflation risk. For any person already informed about financial matters or willing to learn, having choices of varied types of investments and the ability to shift among them is a distinct advantage and a valued privilege in ORP/TDA.

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INVESTMENT RETURN ON VARIABLE PRODUCTS

Accurate comparison of variable performance is complicated because data from company to company may not be comparable, because strength in one economic period may imply weakness in another, and because different annuities or funds have different avowed objectives. In spite of problems of evaluating and predicting performance of variable products, and because of demonstrated capacity to make substantial gain in some periods, you probably ought to have variable products available for use as suggested in the previous section.

At least six kinds of investments are available from many "multiple choice" variables or mutual fund groups, often with easy transferability among choices available within any one company or fund group.

Briefly described, these kinds of investments are:

1. *MoneyMarketFunds*: Invested in short-term debt instruments, some restricted to government issues; maintains a constant share value; produces a return slightly above that of most bank money market funds; generally maintains an unchanging value and thus operates much like the Fixed portion of an annuity.

2. *Bond Funds*: Invested in longer term corporate and/or government bonds; value fluctuates with interest rates, rising when interest falls and falling when interest rises; produces a fairly constant dollar return fluctuating around that of current interest in fixed annuities.

3. *Common Stock Funds*: Invested in a selection of stocks chosen to produce dividend income and modest capital growth; value fluctuates up and down more or less in line with general stock indices; produces a return which also varies with economic conditions; includes funds often referred to as "equity income" or "income and growth" funds.

4. *GrowthStockFunds*: Invested in stocks of younger companies or new and developing industries selected to produce major capital growth over a longer period without much regard to current income; value fluctuates widely and risk is high along with potential for major increases over time; includes for our purposes investing in stocks of overseas companies, in precious metals, or in real estate.

5. *BalancedFunds*: Invested in mixture of bonds and conservative stocks with purpose of income and capital preservation; value fluctuates within relatively limited range; produces a return usually falling somewhere between stock and bond funds.

6. *ManagedFunds*: Invested solely at the discretion of professional managers in a wide range of possible investments (stocks, bonds, money market instruments, or other types of investments) without direction from the participant, but designed to achieve the stated objectives of the fund over the long term; value and return will vary greatly with the objective and the management. You are reminded that all mutual funds are managed, but most are managed within designated type of investment (such as growth stocks), whereas these "managed" funds have very broad discretion.

TABLE 1 — VARIABLE CHOICES

Company	*Total*	*M.Mkt.*	*Bond*	*Stock*	*Growth*	*Balncd*	*Mngd*
Aetna	4	1	1		1		1
Am. Fidelity	1			1			
Am. United	1			1			
Equitable	4	1		1	1	1	
Family Life	8	1	2	1	2	2	
Fidelity Stand.	3	1	1	1			
Gr. Am. Reserve	3	1	1	1			
Great West	3	1	1		1		
Horace Mann	4	1	1	1	1		
IDS Life	4	1	1	1			1
Jefferson-Pilot	3	1	1		1		
Kemper Inv	5	1	2		1		1
Lincoln Nat'l	7	1	1		3		2
Mass. Mutual	4	1	1	1			1
Metropolitan	5	1	1		2	1	
MFS/Sun Life	10	1	4	2	2		1
Mut. Of Amer.	8	1	2	1	2	1	1
Mutual Of NY	5	1	1	1	1	1	
Nationwide	15	1	4	1	5	3	1
New England	4	1	1		1		1
N'Western Mut.	4	1	1	1		1	
Principal Life	3	1	1	1			
Prudential	7	1	1	2	1		2
Safeco	3	1	1	1			
Security Ben.	5	1	2		1	1	
SMA Life	3	1	1		1		
TIAA/CREF	4	1	1	1		1	
Travelers	10	2	3	2	2		1
Union Central	3	1	1		1		
VALIC	9	1	2	2	3		1
FUNDS							
American	19	1	5	4	6	3	
American Cap	11	1	4	1	4	1	
American Nat'l	4	1		1	1	1	
Amev Funds	8	1	2	2	2		1
Fidelity	75	4	9	5	53	3	1
First Investors	7	1	3	1		1	1
IDS Funds	23	2	6	5	8	1	1
Keystone	20	2	7	1	8	2	
Merrill Lynch	18	2	4	4	6	2	
Pioneer Funds	9	3	3	3			
Price Funds	21	2	7	2	10		
QUADS	ALL MUTUAL FUNDS THROUGH CUSTODIAL PLAN						
Scudder Funds	15	2	5	2	6		
Transam. Funds	17	4	4		6	2	1
USAA Funds	8	1	1	1	4		1
Waddell/Reed	10	1	2	2	4		1

Table 1 Described

Table 1 shows the number and types of funds offered by each company that offers a variable annuity or a family of mutual funds. You will note that the range is from some insurance companies which offer only one variable investment opportunity to one fund company offering 75 different choices and to one custodian fund offering all of the 3000+ mutual funds in the nation. Some offer funds in each and all of the six categories listed above, while others limit their offerings to only a few types of funds.

Records of Performance

Performance records for most funds which reported five or more years experience are provided in Tables 2-A through 2-F, shown on the center spread in this issue. The funds are listed within the six categories of funds just described in alphabetical order by company. Performance is expressed as a percentage of cumulative total return (all dividends and capital gains or losses included) for 1989 and for the three, five, and ten year periods ending December 31, 1989. This is supposed to be the percentage of increase/decrease to each dollar invested in that fund for the whole period shown. Internal costs of operation are reflected in these results, but sales charges and non-periodic charges are not included. Some companies did not provide these figures even though the fund has existed for more than five years, and many funds have not been in existence long enough to provide these figures.

The final column gives the dollar result of adding $200 per month to the fund for the 5-year period from January 1, 1985 to December 31, 1989. This result is supposed to include all costs involved in buying the funds and paying fees, and therefore reflects full costs more accurately than the 5-year percentage figure does. The charges made by each company are recorded in Table 5 page 13. Thus, the percent-

TABLE 3 — FIXED ANNUITY ACTUAL AND GUARANTEED RESULTS

	Actual	5-Year	Guaranteed Rates and Resulting Values				
INSURER	Add	Non-Add	5-Year	30-Year	Ann. Rate	Retmnt.	Interest Guaranteed
Aetna*	14,898	15,418	13,171	136,381	5.73	781	4%
Am. Fidelity*	14,134	14,552	13,237	137,069	5.86	803	4%
Am. Security	14,896	15,401	13,112	126,230	5.65	713	3.5%
Am. United*	14,970	15,979	13,281	137,520	5.49	755	4%
Century Life	14,090	14,789	13,448	149,962	5.89	883	4.5%
Delta Life	14,902	15,809	12,551	137,709	5.99	825	4%
Equitable	14,732	15,328	12,820	115,526	5.80	670	6.5%(1), 3%
Family Life*	14,540	14,823	13,312	137,593	6.07	835	4%
Fidelity Std	N/A	N/A	13,314	137,592	5.74	790	9.2%(1), 4%
Great Amer.*	15,632	17,014	13,279	137,503	5.77	794	4%
Gr. Am. Res.	14,963	15,777	13,349	148,768	6.57	977	4.5%
Great West*	15,144	17,071	14,701	151,551	5.18	785	8.05%(6), 4%
Horace Mann#	14,723	15,796	13,447	149,961	6.14	921	4.5%
IDS Life	14,773	15,498	13,149	136,154	5.53	753	4%
Investors - Nebr	14,961	15,281	13,363	143,576	6.00	861	4.25%
Jackson Nat'l	15,284	16,501	12,949	115,376	6.93	800	3%
Jefferson-Pilot	14,734	15,793	13,117	135,820	6.62	899	4%
John Alden	N/A	N/A	14,062	167,677	6.63	1,112	6%(10), 5%
Kemper Inv.	14,769	14,751	13,349	137,690	6.62	912	4%
Life Of S'West	14,921	16,178	13,412	137,920	6.08	839	4%
Life USA	N/A	N/A	14,013	144,565	5.84	844	4% +
Lincoln Nat'l*	14,935	15,516	13,448	128,129	5.74	735	4.5%(5), 4%(5), 3.5%
Mass. Mutual	N/A	N/A	12,873	123,709	5.26	651	3.5%
Metropolitan	14,042	15,692	12,948	116,028	4.57	530	3%
MFS/Sun Life	N/A	N/A	13,144	136,101	6.52	887	4%
Mutual Of Amer.	14,791	15,318	12,948	116,028	6.02	698	3%
Mutual Of NY	15,064	16,209	13,558	126,515	7.09	897	8%(1), 5%(4), 3.5%
Nat'l Western	15,119	15,766	13,965	195,851	6.62	1,297	6%
Nationwide*	14,548	14,439	12,952	124,682	5.66	706	3.5%
New England*	14,709	14,741	13,448	149,962	5.47	820	4.5%
Northern	15,095	15,790	12,948	116,028	5.32	617	3.0%
N'Western Mut.#	14,422	14,411	13,112	126,230	5.36	677	3.5%
Principal Life*	14,834	16,775	13,447	121,552	5.50	669	4.5%(10), 3%
Prudential	13,762	15,806	13,574	118,609	5.75	682	6.5%(1), 5%(4), 4%(5), 3%
Safeco	14,926	16,036	13,308	144,907	5.91	856	4.34%
Security Ben.	14,699	15,229	13,117	135,820	5.50	747	4%
Security First	N/A	N/A	13,310	137,587	5.74	790	4%
SMA Life	14,669	15,148	13,479	128,204	6.57	842	4.5%(5), 4%(5), 3.5%
Southwestern	N/A	N/A	13,280	137,502	6.98	960	4%
State Bond	N/A	N/A	13,349	137,702	6.07	836	4%
State Farm	14,393	14,246	13,112	126,233	6.56	828	3.5%
TIAA/CREF	15,351	16,748	12,948	116,028	4.23	491	3%
TIAA/CREF SRA#	15,184	16,748	12,948	116,028	4.14	480	3%
Transamerica*	14,930	17,013	13,113	126,231	5.42	684	3.5%
Travelers*	14,893	15,678	13,124	126,259	6.08	768	3.5%
Union Central	14,671	15,226	13,002	119,321	5.88	702	4%
Union Mutual	14,909	15,592	12,850	126,231	6.30	795	3.5%
USAA Life	15,065	15,694	13,448	149,962	6.52	978	4.5%
VALIC*	15,253	16,282	13,448	149,962	5.63	844	4.5%
Western Nat'l	14,980	15,509	13,280	137,503	6.62	910	4%

*=One of two or more contracts available. #=Not available for ORP.

age figures provide a straight measure of total performance of money already in the account, while the final figure shows the influence of sales charges, dollar-cost averaging in a changing market, and other factors.

The figures in the columns marked with "r" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on down the line.

Some characteristics of various types of funds become evident from study of these performance tables. Money Market funds show a consistent but modest gain, while Growth funds vary greatly and represent major swings in performance. 1988 figures do not show many negative results, but 1987 tables, which included the October stock crash, gave evidence of many net losses. It is often said that the only thing certain about the stock market is that it will fluctuate—and that characteristic is increasingly true of the bond market also in these years of changing interest rates. The task is to take advantage of such fluctuations, rather than letting them deplete your resources.

You also will observe gross differences in performance between funds of similar type. Some of these differences may be explained by the degree of risk undertaken in the fund, but costs of operation and success in management are very significant factors.

Tables 2-A through 2-F may be helpful in determining where your ORP/TDA funds should be invested from time to time. In any case, they should help you understand something about financial markets and products.

INVESTMENT RETURN ON FIXED ANNUITIES

"Variable" returns are obviously complex and complicated, but you might think that "fixed" returns would be straightforward and simple. Wrong! Interest rates are subject to various manipulations which require more than simple comparison. The considerations discussed in the supplemental article, "Evaluating Return on Fixed Annuities," on page 16 should be considered carefully in this connection. Companies are constantly adding new wrinkles which make comparisons more difficult. You must look carefully at interest rates from various perspectives.

Past History is Best

Actual and total performance of the program over some period of past history is perhaps the most important and revealing measure of return on fixed annuities. Unfortunately, few salespersons will offer information or literature about actual performance similar to that presented in Table 3. Instead, they will stress current, estimated, illustrative results such as those in Table 4. Based on "current interest rates" which are subject to many manipulations and interpretations and which change periodically, illustrative results are quite unreliable.

Table 3 Described

Table 3 deals with actual performance and with guaranteed promises. The first two columns report actual accumulations for retirement, considering both charges and earnings that have resulted in the last five years, 1985-1989. It provides some measure of consistency in earnings, relative influence of charges, and differences in methods of crediting interest. The first figure is the result of adding $200 per month for five years, a total payment of $12,000 and the second is the result of having a $10,000 accumulation on January 1, 1985 and making no additions in the same five year period.

Companies with N/A in these columns either have not offered annuities for the five year period or simply decided not to provide figures. All companies which had introduced new products within the five years were urged to report performance in previous products and then continue in the new product in order to provide the five year experience. An N/A in these columns raises some serious questions which should be addressed.

The third and fourth columns present accumulated value for retirement in 5 years and 30 years at the guaranteed interest rates listed in the final column. The fifth column states the guaranteed annuity rate in the contract for persons aged 65, choosing payments for life and 10 years certain. The sixth column gives the guaranteed monthly income produced by this guaranteed accumulation times this guaranteed annuity rate, and the final column states the interest rate which is guaranteed for the duration of the contract. Guarantees will become significant only under drastically changed economic and social conditions. No company has paid as little as its guarantee for many years, and actual results begin to exceed guarantees after just a single year at current rates.

TABLE 2-A — MONEY MARKET FUND PERFORMANCE

Fund Name	*1989*	*r*	*3 Yr.*	*r*	*5 Yr.*	*r*	*10 Yr.*	*r*	*5 Yr.Add*	*r*
Aetna - Encore	8.02	20	20.96	15	38.78	16	132.27	8		
Amer. - Csh. Mgt.	9.10	3	24.50	2	43.20	3	157.20	3	14,542	2
Amer. Cap. - Reserve.	9.01	4	24.36	3	42.56	5	157.28	2	14,529	5
Equit. - M Mkt	7.72	26	20.13	22	34.98	25			13,915	24
Fid. Stand. - M Mkt	8.81	10	20.90	17	39.96	12			14,146	17
Fidel. - Csh Res	8.95	6	24.36	3	42.90	4	156.30	4	14,534	4
Fidel. - US Govt.	8.77	11	23.44	7	41.59	9			14,454	9
GrAmRes. - MMkt	8.09	19	20.90	17	36.51	21			13,652	29
GrWest - MMkt	7.81	24	20.29	20	34.71	27			14,105	19
HMann-ShTerm	8.17	18	22.02	10	40.47	10			13,725	28
IDS - Cash Mgt.	8.85	9			42.08	7	156.02	5	14,472	6
IDS - Fund H	7.90	23	20.90	17	36.20	22			14,000	22
IDS - Sh. Term Inc.	8.96	5			37.01	18			14,316	12
Kemper - MMkt	7.69	27			34.91	26			14,028	21
Keystone-Liqu. Tr.	8.58	14			39.79	13			14,455	8
Linc.Nat'l - MMkt	8.01	21	21.08	14	36.59	20			14,069	20
Metropol - MMkt	7.65	29	19.40	25	32.30	31			13,419	30
Mut.Amer. - MMkt	7.00	32	18.80	27	31.20	32			14,111	18
Nat'wide - MMkt	7.66	28	19.81	23	34.62	28			13,894	26
NewEng. - MMkt	7.80	25	20.20	21	35.30	24			13,963	23
Northwes - MMkt	7.63	30	19.54	24	33.94	29			13,774	27
PriceFd. - Prime	8.90	7	24.10	5	47.50	1	157.70	1	14,470	7
PriceFd. - USTr.	8.30	15	21.60	12	37.90	17			14,260	15
Prud'l - MMkt	8.76	12	23.29	8	40.46	11			14,420	10
Scudder - Cash Inv.	8.90	7	23.80	6	42.00	8	151.10	6	14,536	3
Scudder - Govt.	8.30	15	21.20	13	36.90	19			14,274	14
SecBen. - MMkt	7.50	31	19.10	26	32.90	30			13,902	25
Transam - Govt	9.17	1	22.33	9	39.46	14			14,360	11
Transam - MMkt	8.21	17	22.01	11	39.45	15	145.90	7	14,305	13
Transam - Premium	9.15	2	24.79	1	42.40	6			14,552	1
Travelers-MMkt	7.97	22	20.91	16	36.03	23			14,168	16
USAA - MMkt	8.64	13			44.62	2				

TABLE 2-C — GENERAL STOCK FUND PERFORMANCE

Fund Name	*1989*	*r*	*3 Yr.*	*r*	*5 Yr.*	*r*	*10 Yr.*	*r*	*5 Yr.Add*	*r*
Aetna - Variable	27.48	14	50.34	14	129.00	16	365.63	14	17,583	7
Am.Cap.-America	15.12	32	46.98	17	81.17	34	357.19	15	15,101	33
Am Nat'l - Income	28.20	11	46.30	19	102.70	29	342.70	16	15,032	34
Amer. - Fund Inv.	28.60	10	54.70	8	145.80	6	426.70	8	17,324	13
Amer. - Invm. Co.	29.40	4	54.60	9	151.10	4	426.60	9	17,442	11
Amer. - Mutual	25.30	19	47.60	15	128.50	18	430.20	7	16,611	23
Amer. - Washington	29.00	8	53.90	10	149.00	5	510.50	1	17,422	12
Amev-Capital	26.40	17	37.40	26	119.50	21	472.80	4	17,289	14
Amev-Fiduciary	33.90	1	43.90	22	143.70	8			17,494	9
AmFid. - Annuity	24.47	21	71.86	1	103.37	28	306.12	19	16,309	26
AmUnit - Annuity	24.70	20	47.30	16	124.00	20	260.90	23	16,443	25
Equitab. - Stock	24.07	22	60.07	4	145.09	7	372.54	12	17,691	6
Fid.Stand.-Gr & Inc.	23.56	25	65.77	2	113.46	24	369.84	13	15,420	30
Fidel.-Equ.Inc.	18.67	28	42.98	23	109.34	26	482.73	3	16,790	21
Fidelity Fund	28.80	9	56.77	6	131.68	12	401.51	11	18,032	2
GrAmRes. - Stock	31.41	2	42.83	25	98.71	30	277.35	21	17,213	17
IDS - Equity +	29.02	7			136.20	9	312.88	18	16,928	20
IDS - Fund F	27.00	16	53.90	10	114.10	23			17,222	16
IDS - Mutual	18.45	29			116.99	22	329.82	17	16,272	28
IDS - Stock	29.39	5			126.66	19	305.02	20	17,265	15
IDS - Str. Equity	21.24	26			128.80	17			17,890	3
Keystone - S-1	29.26	6			111.86	25	231.56	24	17,192	18
Mer. Lynch - Bas. Value	17.60	30	50.40	13	132.70	11	470.60	5	16,657	22
Mer. Lynch - Intern.	23.70	23	44.40	21	155.60	2			17,574	8
Mut.Amer. - Stock	23.70	23	45.30	20	129.40	14			17,079	19
Nat'wide - Stock	11.76	34	29.76	29	103.64	27			15,570	29
Northwest - Stock	16.34	31	33.23	28	89.92	32	211.28	25	15,400	31
PriceFd. - Gr&Inc.	19.30	27	42.90	24	84.54	33			16,303	27
Principal - Stock	14.49	33	35.37	27	94.62	31	274.55	22	15,265	32
Pruden. - Stock	31.25	3	52.23	12	129.32	15			17,786	4
Scudder-Gr&Inc.	26.40	17	46.90	18	133.20	10			17,488	10
TIAA/CREF	27.98	12	58.03	5	155.41	3	408.44	10	18,432	1
W&R - Acumul.	27.56	13	56.08	7	131.35	13	457.74	6	16,517	24
W&R - Income	27.32	15	63.77	3	167.89	1	495.04	2	17,694	5

TABLE 2-B — BOND FUND PERFORMANCE

Fund Name	*1989*	*r*	*3 Yr.*	*r*	*5 Yr.*	*r*	*10 Yr.*	*r*	*5 Yr.Add*	*r*
Aetna - Income	13.17	7	24.18	5	68.81	12	183.37	12	15,089	7
AmCap - Corp.	3.99	36	24.69	2	74.97	6	182.49	13	14,166	34
AmCap - GovSec.	14.91	2	20.98	15	56.89	33			14,272	30
AmCap - HiYield	-12.04	45	3.90	35	37.10	43	142.13	20	11,582	45
Amer. - Bond	10.01	29	24.30	4	81.30	2	225.90	2	14,616	22
Amev - Govt. Sec.	7.40	34	19.50	21	62.60	24	192.80	10	14,631	21
Fid.Stan. - Bond	11.13	22	20.72	16	59.51	29	182.49	13	14,484	28
Fidel - Intm. Bond	11.82	18	22.29	11	67.01	18	219.71	5	15,068	8
Fidel. - Flexible	13.00	8	22.09	14	67.98	16	176.70	15	15,167	6
Fidel. - Hi Income	-3.22	40	10.40	34	63.52	22	224.23	3	13,667	38
Fidel. - Mortgage Sec.	13.64	5	24.54	3	62.82	23			15,180	5
First Inv. - Ed. Inc.	-15.75	46	3.54	36	28.02	45			11,598	44
First Inv.-Govt. Bd.	12.23	14	19.04	24	46.91	39			13,868	36
GrAmRes. - Bond	14.05	3	23.95	6	60.60	28			15,021	10
GrWest - Bond	11.71	19	18.02	26	65.01	20			14,815	13
HMann - Income	15.43	1	23.52	9	76.61	4			14,889	12
IDS - Bond	10.33	26			75.85	5	212.00	6	14,553	25
IDS - Extra Inc.	-3.87	41			54.18	34			12,780	41
IDS - Fund G	8.00	33	17.70	28	68.50	14			14,568	24
IDS - Selective	12.24	13			80.40	3	226.09	1	14,798	14
IDS - Str. Income	9.76	31			69.49	10			15,061	9
Kemper - Hi Yield	-2.61	39			62.38	26			13,978	35
Keystone - B-1	12.00	17			60.65	27	184.15	11	14,731	18
Keystone - B-2	5.21	35			62.50	25	205.63	8	14,781	15
Keystone - B-4	-5.22	42			34.57	44	157.61	19	12,494	42
LincNat'l - Bond	12.07	16	20.20	17	68.36	15			14,923	11
Mer. Lynch - Corp. Bd.	13.70	4	23.60	8	72.80	8			14,753	17
Metropol - Income	11.68	20	16.13	31	72.10	9			14,203	33
MutAmer - Bond	10.60	25	14.40	32	53.00	35			14,507	26
NatWide - Govt. Bd.	12.50	11	20.12	18	56.98	32			14,703	19
New Eng. - Bond	10.80	23	19.50	21	58.60	30			14,585	23
Northwest - Bond	12.46	12	17.86	27	67.98	16	209.17	7	14,699	20
PriceFd. - HiYld	-1.50	38	19.70	20	68.70	13			14,372	29
PriceFd. - NewInc.	12.20	15	23.20	10	65.00	21	176.36	16	15,186	4
PriceFd. - ShTerm	9.90	30	22.10	12	49.90	38			15,223	2
Pruden. - Bond	12.87	9	17.49	30	57.13	31			14,762	16
Scudder - Income	12.70	10	23.70	7	72.90	7	198.70	9	15,346	1
Scudder - Short Term	13.30	6	22.10	12	69.30	11			15,196	3
SecBen. - HiGrade	10.30	27	17.60	29	41.00	41			13,106	40
SecBen. - HiYld	-10.20	44	-13.90	38	1.10	46			10,662	46
Transam. - Govt.	10.19	28	19.45	23	50.22	37			13,772	37
Transam. - Quality	11.57	21	19.90	19	66.16	19			14,229	31
Travelers - HiYld.	0.13	37	11.40	33	38.75	42			13,356	39
Travelers-Qu.Bd.	9.70	32	19.01	25	52.15	36	165.68	18	14,495	27
W&R - Bond	10.61	24	25.98	1	82.08	1	221.82	4	14,225	32
W&R - High Inc.	-8.00	43	3.00	37	46.07	40	175.19	17	11,659	43

TABLE 2-E — BALANCED FUND PERFORMANCE

Fund Name	*1989*	*r*	*3 Yr.*	*r*	*5 Yr.*	*r*	*10 Yr.*	*r*	*5 Yr.Add*	*r*
AmCap - Harbor	20.59	9	35.51	9	91.41	10	321.66	5	15,185	11
Amer. - Balanced	21.50	8	42.70	4	115.30	5	322.20	4	16,088	6
Amer. - Income	23.00	6	42.20	5	109.40	6	369.00	3	16,062	7
Equit. - Balanced	24.60	4	34.05	10	85.61	11			15,828	9
Fidel. - Puritan	19.60	11	39.64	7	117.03	4	419.65	1	16,951	4
First Inv. - Global	33.65	1	102.08	1	199.20	1			22,391	1
HMann - Balanced	26.31	3	38.82	8	104.46	7			16,225	5
IDS - Selective	9.51	12			75.94	12	290.22	6	15,004	12
Keystone - K-1	19.84	10			103.45	8	288.39	7	15,947	8
Mer. Lynch - Capital	23.10	5	50.40	3	132.30	2	415.80	2	16,973	3
SecBen. - Inc/Gr	26.70	2	52.40	2	120.90	3			17,570	2
Transam. - Gr. Inc.	22.47	7	40.79	6	92.23	9	272.08	8	15,510	10

TABLE 2-F — MANAGED FUNDS PERFORMANCE

Fund Name	*1989*	*r*	*3 Yr.*	*r*	*5 Yr.*	*r*	*10 Yr.*	*r*	*5 Yr.Add*	*r*
Criter. - Lowry	0.94	12	6.80	11	20.85	12			12,393	12
Kemper - Tot. Ret.	22.28	3			98.03	2			15,940	4
LincNat'l - Manag.	15.97	8	34.76	4	87.24	6			15,697	6
MutAmer - Compos.	16.70	7	31.80	5	88.20	5			15,811	5
Northwest. - Mult.	14.17	10	27.95	8	79.59	7			14,994	10
Pruden. - Aggres.	21.66	4	31.66	6	88.60	4			16,002	3
Pruden. - Conserv	17.09	6	27.90	9	74.17	8			15,464	8
Transam. - Lowry	17.51	5	38.35	2	49.59	10			13,671	11
Travelers - In Time	6.60	11	28.22	7	66.31	9			16,457	2
Travelers - ManAss	25.56	1	36.63	3	101.16	1			16,516	1
VALIC - TimedOpp	15.81	9	25.81	10	47.05	11			15,478	7
W&R - Ret'ment	23.28	2	40.27	1	96.66	3	300.95	1	15,278	9

TABLE 2-D — GROWTH FUND PERFORMANCE

Fund Name	*1989*	*r*	*3 Yr.*	*r*	*5 Yr.*	*r*	*10 Yr.*	*r*	*5 Yr.A*
Am. Nat'l - Growth	24.40	37	48.30	30	116.10	35	387.00	15	14,4
AmCap - Comstk.	30.53	17	49.57	28	104.94	39	398.37	14	15,7
AmCap - Enterpr.	31.17	15	48.59	29	111.50	38	329.33	22	15,9
AmCap - Pace	28.57	25	42.26	38	98.76	44	497.55	7	15
AmCap - Venture	29.06	22	39.19	42	64.58	58	383.93	16	14
Amer. - Capital	27.10	29	54.40	22	117.80	32	352.50	19	16
Amer. - Euro-Pac.	24.20	39	61.50	12	205.40	8			19,4
Amer. - Growth	30.10	20	65.30	8	144.10	21	414.10	13	17,5
Amer. - New Econ.	31.80	12	60.40	14	154.50	17			17,5
Amer. - New Persp.	25.90	35	57.80	15	168.70	13	417.90	12	18
Amev - Growth	30.60	16	40.30	41	127.10	28	471.70	8	17
Equit. - Aggres.	42.95	2	41.10	39	146.42	18			17
Fidel. - Contrafd.	43.15	1	69.95	6	144.71	20	335.51	21	19,3
Fidel. - Freedom	30.41	18	64.70	9	142.32	22			18,5
Fidel. - Growth Co.	41.64	3	61.61	11	155.56	16			18,8
Fidel. - Magellan	34.58	6	66.88	7	195.52	9	1124.08	1	19
Fidel. - OTC	30.39	19	62.75	10	205.74	7			18
Fidel. - Overseas	16.93	53	49.84	27	353.12	2			21
Fidel. - Spec. Situat.	32.98	9	53.85	24	170.71	12			19,1
Fidel. - Trend	31.65	13	56.87	18	128.42	26	285.50	26	18,0
Fidel. - Value	22.95	45	45.04	36	103.19	41	357.00	18	16,9
GrWest - Growth	13.74	57	38.24	43	94.11	47			16
HMann - Growth	29.88	21	53.44	25	115.91	36	318.92	24	16
IDS - Discovery	29.02	23			82.18	52			14
IDS - Growth	36.41	4			135.85	24	447.86	9	16,5
IDS - New Dim.	31.63	14			165.55	14	534.78	4	17,7
IDS - Progr.	10.45	60			96.69	45	344.31	20	14,7
IDS - Str. Growth	32.75	10			145.26	19			17
Kemper - Equity	26.57	31			67.66	56			14
Keyst. - Internat.	4.27	62			175.52	10	285.08	28	17
Keyst. - K-2	24.09	40			116.98	33	273.73	29	16,7
Keyst. - Prec.Met.	20.56	48			89.43	50	127.45	37	17,1
Keyst. - S-3	28.29	26			104.55	40	267.62	30	16,7
Keyst. - S-4	23.61	42			76.93	53	157.59	36	15
LincNat'l - Growth	19.75	50	46.76	32	121.90	30			16
LincNat'l - Sp.Opp.	31.90	11	45.13	35	94.99	46			15
Mer Lynch - Pacific	14.60	54	72.40	4	338.90	3	937.90	2	23,5
Mer Lynch - Phoenix	14.00	56	55.30	20	136.20	23			17,1
Metropol - Growth	34.60	5	54.96	21	103.00	42			16,6
New Eng.-Growth	29.00	24	74.90	3	458.60	1			24
Pioneer	23.39	43	53.95	23	116.32	34	285.40	27	15
Pioneer II	22.21	47	48.30	30	119.19	31	373.98	17	15
Pioneer III	20.46	49	44.20	37	98.94	43			15,2
PriceFd - Intern.	23.70	41	57.50	16	269.20	5			22,0
PriceFd. - Growth	25.40	36	37.90	44	127.30	27	233.38	32	16,9
PriceFd.-New Era	24.30	38	61.50	12	131.30	25	293.30	25	18
PriceFd.-New Hor.	26.20	33	33.50	49	65.70	57	219.20	34	15
Pruden. - Growth	25.91	34	32.37	50	76.76	54			15
Scudder - CapGr.	33.80	7	72.30	5	174.60	11	440.60	11	19,6
Scudder - Devel.	23.20	44	34.90	47	74.00	55	240.90	31	15,4
Scudder - Intern.	27.00	30	52.50	26	241.90	6	446.80	10	21,0
Scudder - Japan	11.60	59	77.30	2	337.10	4	800.00	3	24
SecBen. - Growth	33.10	8	57.40	17	92.80	49			16
Transam - SunBelt	27.25	28	37.61	45	83.67	51			15
Travelers-Aggr.	14.04	55	12.71	51	57.15	60			13,5
Travelers - Growth	26.33	32	41.65	40	93.86	48	231.54	33	16,7
VALIC - CapAppre.	19.10	51	33.52	48	29.80	62			14,5
VALIC - Growth	22.43	46	35.04	46	48.30	61	163.57	35	15
W&R - Internat.	13.41	58	45.63	34	163.05	15	504.68	6	16
W&R - Sc.&Energy	27.40	27	56.19	19	127.03	29	326.29	23	16
W&R-NewConcept	8.52	61	8.48	52	57.57	59			12,2
W&R-Vanguard	18.65	52	45.96	33	111.78	37	528.56	5	15,4

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TABLE 4 DESCRIBED

Everything in Table 4 is a hypothetical illustration, representing very short term promises and no lasting guarantees! It represents possibilities under current interest rates and estimated or illustrative results if current rates should continue into the future. These rates are certain to change—a number may have changed even before this study appears in print—and must be regarded as comparisons of current, short-term practices only.

The first column shows the current interest rate stated as effective annual return which the company has adopted for the present time. The second column shows how the company credits this interest. The word *"ALL"* in the second column means that the current interest rate applies to all money in the entire account no matter when received; this is known as "full portfolio" crediting. The word *"NEW"* means that the current interest rate is applied to new money being received at this time and that different interest rates continue to apply to deposits received prior to a certain time; this is often called "banding." The word *"TWO"* means that the stated current interest applies only to funds held for retirement but that a different lower interest rate applies if the funds are withdrawn; this is known as the "two-tier" method. Since this two-tier method is new, it is explained in more detail in a supplemental article on Evaluating Return on Fixed Annuities, on page 16. Which plan will be more advantageous depends on a number of unpredictable factors, but obviously a high interest on all money will be better that a similar interest on only new money or money held only for annuitization.

The third and fourth columns show the loss you will incur against the illustrative value of the account if you withdraw your accumulation after 5 years and 30 years of making $200 per month contributions to the annuity. Obviously there is great variation in surrender charges and/or interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 3-5 years. Since many persons now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges also restrict transfer possibilities and should be avoided when possible.

The fifth and sixth columns show what would be the total accumulated value for retirement in 5 years and 30 years if one paid in $200 each month, paid all charges, and received the current interest rate for the period involved. The seventh column states the current annuity rate offered by the company at the present time for persons aged 65, choosing to receive payments for life with 10 years certain. The final column gives the estimated monthly income that would be achieved by paying in $200 per month for 30 years if the current interest rates and current annuity rates remain unchanged. This latter is a composite of several factors—current return, costs, and annuity assurances. ***Remember: everything in this table is a hypothetical illustration.*** No promises! No guarantees!

With the information from Tables 3 and 4 at hand, you can embark upon the effort to evaluate performance in fixed annuities. We told you it would not be simple, and indeed it is not!

TABLE 4—FIXED ANNUITY CURRENT ILLUSTRATIVE RESULTS

Insurer	Interest Rate	Credit Method	Withdrawal Loss		Retirement Values		Annuity Rate	Ret'ment Income
			5-Year	30-Year	5-Year	30-Year		
Aetna*	8.75	ALL	-594	NONE	14,842	324,268	8.52	2,763
Am. Fidelity*	7.14	ALL	NONE	NONE	14,294	240,112	8.42	2,022
Am. Security	8.25	ALL	-1,034	NONE	14,774	297,232	7.09	2,107
Am. United*	8.67	NEW	-747	NONE	14,939	322,104	8.43	2,715
Century Life	9.14	ALL	-1,209	NONE	15,107	352,207	8.07	2,842
Delta Life	9.10	ALL	-880	NONE	14,688	287,688	8.234	2,369
Equitable	8.25	ALL	-788	NONE	14,598	295,564	8.40	2,483
Family Life*	8.45	NEW	-268	NONE	14,854	308,831	8.40	2,594
Fidelity Std	9.20	TWO	-1,229	-112,683	15,130	356,290	9.01	3,210
Great Amer.*	9.00	TWO	-1,422	-71,915	15,054	342,876	9.25	3,172
Gr. Am. Res.	8.50	NEW	-546	-15	14,749	309,185	10.10	3,123
Great West*	9.45	NEW	-720	NONE	14,701	355,235	9.07	3,222
Horace Mann#	8.25	NEW	NONE	NONE	14,679	296,542	8.31	2,464
IDS Life	8.50	NEW	-838	-1,008	14,729	308,765	8.30	2,563
Investors - Nebr	8.75	ALL	-808	NONE	14,961	326,870	8.41	2,749
Jackson Nat'l	9.00	NEW	-1,055	NONE	15,063	334,136	8.23	2,750
Jefferson-Pilot	8.50	NEW	-785	NONE	14,690	307,944	8.05	2,479
John Alden	9.25	TWO	-1,628	-47,054	15,248	359,930	10.79	3,884
Kemper Inv.	8.70	NEW	-573	-611	14,942	323,767	8.40	2,720
Life Of S'West	8.75	NEW	-449	NONE	15,110	328,277	8.60	2,823
Life USA	8.0+	TWO	-2,407	-32,062	15,426	297,759	8.25	2,457
Lincoln Nat'l*	8.65	NEW	-598	NONE	14,924	320,696	8.76	2,809
Mass. Mutual	8.30	ALL	-526	NONE	14,623	296,521	8.62	2,556
Metropolitan	7.50	NEW	-667	-6,219	14,412	256,567	9.03	2,317
MFS-Sun Life	9.45	NEW	-270	NONE	14,830	326,723	8.31	2,715
Mutual Of Amer	8.00	ALL	NONE	NONE	14,552	280,811	8.07	2,266
Mutual Of NY	8.75	NEW	-729	NONE	14,573	281,389	8.76	2,465
Nat'l Western	9.00	TWO	-1,469	-71,525	15,054	342,876	8.66	2,969
Nationwide*	8.00	NEW	-557	-621	14,507	280,124	8.16	2,286
New England*	8.25	NEW	-1,182	NONE	14,775	297,234	8.54	2,538
Northern*	8.77	NEW	-2,021	NONE	14,968	328,121	9.75	3,199
N'Western Mut.#	8.25	NEW	-480	-504	14,774	297,234	8.87	2,636
Principal Life*	8.40	NEW	-970	-20,493	14,831	313,255	8.15	2,253
Prudential	9.00	NEW	-721	NONE	14,935	340,150	8.54	2,905
Safeco	8.60	NEW	-800	NONE	14,808	315,596	7.89	2,490
Security Ben.	8.25	NEW	-480	NONE	14,531	292,533	8.07	2,361
Security First	9.00	NEW	-1,030	-1,452	15,055	342,876	9.01	3,089
SMA Life	8.00	NEW	-656	NONE	14,592	282,903	8.40	2,376
Southwestern	8.30	NEW	-738	NONE	14,793	300,062	8.52	2,557
State Bond	8.50	NEW	-1,218	-9,361	14,875	311,841	7.92	2,470
State Farm	7.61	NEW	-291	NONE	14,544	263,564	9.19	2,422
TIAA/CREF	8.50	NEW	N/A	N/A	14,868	311,670	8.52@	2,655
TIAA/CREF SRA#	8.25	NEW	NONE	NONE	14,774	297,234	8.52@	2,532
Transamerica*	8.60	NEW	-1,193	NONE	14,905	317,656	8.81	2,799
Travelers*	8.75	NEW	-840	-840	14,960	326,870	8.464	2,767
Union Central	8.40	NEW	-148	NONE	14,832	306,075	8.31	2,543
Union Mtutal	7.50	NEW	-142	NONE	14,210	258,129	9.03	2,331
USAA Life	8.35	ALL	-25	-25	14,812	302,919	8.14	2,466
VALIC*	9.15	NEW	-600	NONE	15,111	352,884	9.19	3,243
Western Nat'l	8.45	NEW	-594	NONE	14,849	308,723	8.39	2,590

*=1 of 2 or more contracts. #=Not available for ORP. @=Rate varies on prev. cont.

SAFETY AND RELIABILITY OF INSURANCE COMPANIES

The safety and reliability of insurance companies has been called into question recently, especially since the Savings and Loan industry, once regarded as a bastion of safety, has proven so vulnerable. Might not the insurance industry, which is fairly similar to Savings and Loans in its objectives and in its investment practices regarding General Funds, be next? And, since some high yield bonds (called junk bonds in the vernacular) have been purchased by insurance companies in their efforts to achieve high interest rates, and since some of these bonds have recently proven to be of little worth, is it important to know how much of this kind of investment an insurance company holds?

The situation has been exacerbated by the fact that the 1987 Legislature, practically without the knowledge of anybody, altered the provisions of the Insurance Guaranty Association, the program supposed to stand behind insurance companies that become insolvent. The amount covered under the Guaranty Association was never appropriate to a life-time retirement program like ORP, but the fact that it was apparently reduced in 1987 raises questions. The program used to cover "up to $300,000 for one or more annuity contracts issued to the same contract holder." The 1987 revision changed that to cover "up to $100,000 for one or more annuity contracts issued to an individual or up to $5 million unallocated annuity contract benefits held by one contract holder." Since "contract holder" is often the university, it is unclear which statement offers the greater protection, and no one will hazard a careful definition of what the law means. But, in any case, the protection is not adequate for life-time retirement programs. Several university authorities have recently questioned this provision, and it is possible some consideration will be given to it in the 1991 Legislature.

The Guaranty Association has never been used for annuities in Texas, although at least two companies have gone into "rehabilitation" for a period of time. Both of these paid off their obligations in full, eventually, although there was some loss of interest in the process. If a major company with vast annuity commitments became insolvent, it is extremely doubtful that the Guaranty Association could or would come to the rescue. Its

(Continued on page 17)

TABLE 5 — SUMMARY OF CHARGES MADE BY EACH COMPANY

Company	*F=Fixed; V=Variable; M=Mut. Fds; PF=Policy Fee; SC=Surrender Chg; Pmt=Payment; M=1000*	*Ann. Fee, Var.*
Aetna*	F&V: No Sales but $20/yr. PF; SC=5%(5), 4%(2), 3%(2), 2%(1)0% after 10 yrs.	1.5%
Am. Cap. Fds	M: 0% to 8.5% sales; $10/yr. CF; $5 transfer fee.	<1.32%
American Fds	M:0% to 5.75% sales; 10/yr CF	<1.278
Am. Fidelity*	F: No sales; V:4%+$.50/pmt; $15 PF (once only); No SC.	1.284%
Am National Fds	M:.5% to 8.5% sales; $7.50/yr. CF	<1.28
Am. Security	F: No sales; SC=15% scaling down to 0% after 11 yrs. + $25 fee.	Not Offered
Am. United*	F: No sales; SC=10% scaling down to 0% after 10 yrs.; V:6%($5M), 4% thereafter; No SC.	1.2%
Amev Funds	M: 0% to 4.75% sales + $10 /yr. CF	<2.05%
Century Life#*	F: No sales; SC=12% of premiums paid scaling down to 0% after 12 yrs.	Not Offered
Delta	F: No sales but $12/yr. PF; SC=10% scaling down to 0% after 10 yrs.	Not Offered
Equitable	F&V: No sales but $30 /yr.PF; SC=6%(5), 5%(3), scaling down to 0% after 12 yrs.	<1.75%
Family Life	F&V: No sales but $30/yr. PF on V; SC=5% last 7yrs. pmt.	<1.30%
Fidelity Funds	M: No sales but $12/yr. per account; SC=$10.	<1.639%
Fidelity Std	F&V: No sales but $10 transaction fee; SC=7% declining to 0% on pmts held 1-5 yrs.	1.35%
First Inv. Fds	M: 0% to 6.9% + 7.50/yr. CF and $5 exchange fee, currently being waived	<1.75%
Gr. American *	F: No sales; SC=20% of 1st yr pmt + reduced interest, partially reinstated after 15 yrs.	Not Offered
Gr. Amer. Res.	F&V: No sales but $20/yr. PF; SC=8% scaling down to 0% after 9 yrs.	1.49%
Great West*	F&V: No sales but 0 to $27/yr. PF; SC=6% of pmt. last 6 yrs. thru 15th yr.	<2.35%
Horace Mann #	F&V: No sales but $0 to $25/yr. PF; SC=8%(2) scaling down to 0% after 5yrs.; $5 transfer fee.	1.35%
IDS Funds#	M: 0% to 5% sales + $18/yr. CF + $6.00/yr. per fund; some funds have SC=5% down to 0% after 7 years	<1.69%
IDS Life	F&V: No sales but $24/yr. PF; SC=7% on pmts. held less than 6 yrs.	<1.74%
Investors-Nebr	F: No sales; SC=8% (3), scaling down to 0% after 8 yrs.	Not Offered
Jackson Nat'l	F: No sales but $20/yr. PF on small accounts; SC=12% scaling down to 0% after 7 yrs.	Not Offered
Jefferson-Pilot	F&V: No sales but $30/yr. PF; SC=9% scaling down to 0% after 15 yrs.	.99%
John Alden	F: No sales; SC=20% of 1st yr. pmt. + reduced interest 1st 5 yrs.	Not Offered
Kemper Invest.*	F&V: No sales but $25/yr. PF on V; SC=6% declines to 0% on pmts held 1-5 yrs.; elimin. after age 59½	<1.90%
Keystone Fds	M: 0% to 2% sales + $10 or $20/yr. CF + $10 /transfer; SC=4%-1% of deposits held under 4yrs.	<2.65%
Life Of S'West	F: No sales; SC=10% declining to 0% after 6 yrs.	Not Offered
Life USA	F: No sales; SC=5% of pmts. first 5 yrs. + reduced interest those years.	Not Offered
Lincoln Nat'l*	F&V: No sales but $25/yr. PF on Variable; SC=8%(5), 4%(5), 0% after 10 yrs.	<1.752%
Mass. Mutual#	F&V: No sales but $30/yr. PF; SC=8%(2), scaling down to 0% after 9 yrs.	<1.74%
Merrill Lynch Fds	M: Choice of up to 6.5% sales or no sales but $30 CS and SC=4% scaling down to 0% after 4 yrs.	<2.50%
Metropolitan*	F&V: No sales but $15-$20/yr. PF; SC=7% to age 62 in F, 7% declining to 0% after 7 yrs on Var.	<2.25%
MFS/Sun Life*	F&V: No sales but $25/yr. PF; SC=6%(2) declining on pmts held 1-7 yrs.	<2.26%
Mutual Of Amer.	F&V: No sales but up to $24/yr. PF; No SC	<2.17%
Mutual Of NY*	F&V: No sales but $30/yr. PF; SC=5%(5) scaling down to 0% after 10 yrs.	<1.34%
National Western	F: No sales; SC=20% first yr. pmt. + reduced interest, partially reinstated after 7 yrs.	Not Offered
Nationwide*	F&V: No sales but $30/yr. PF; SC=7% declining to 0% on pmts held 1-6 yrs.	<2.32%
New England*	F&V: No sales; SC=10%(2) on F, 6.5% on V, declining to 0% after 10 yrs; $30/yrs PF on V.	<2.1%
Northern Life*	F: No sales; 19%(1) scaling down to 0% after 14 yrs.	Not Offered
N'Western Mut#	F&V: No sales but $30/yr. PF; SC=7% or 8% declining on pmts. held 1-8 yrs.	<1.75%
Pioneer Funds	M: .25% to 8.5% sales + $10/yr. fee + $5 transfer fee.	<0.77%
Price Funds	M: No sales but $10/yr. CF per fund account.	<1.50%
Principal Life*	F&V: No sales but $25/yr. PF + .5%($50M) chg; SC=7% scaling down to 0% after 9 yrs.	<2.08%
Prudential	F&V: No sales but $20/yr. PF; SC=7%(2) declining to 0% on pmts held 1-15 yrs.	<1.35%
QUADS	M: 0% to 8.5% sales + 1.25%/yr. Quads management; $25 setup & SC; $15 transaction fee.	Depends on fund
Safeco	F&V: No sales but $15-$30/yr. PF; SC=9%(2) decreasing to 0% after 8 yrs.	<1.99%
Scudder Fds.	M: No sales, but $3/yr. CF per account.	<2.58%
Security Ben.	F&V: No sales but $30/yr. PF; SC=8% on pmts. scaling down to 0% after 8 yrs.	1.95%
Security First	F: No sales; $10 fee some transactions; SC=10% declining to 0% on pmts held 1-10 yrs.	Not Offered
SMA Life	F&V: No sales but $18/yr. PF until over $10M; SC=7%(3) scaling down to 0% after 9 yrs.	<1.68%
Southwestern*	F: No sales; SC=9% scaling down to 0% after 9 yrs; V not currently being offered	Not Offered
State Bond	F: No sales; SC=35% first yr. pmt + all increases, plus interest thereon.	Not Offered
State Farm	F: No sales; SC=10% declining to 0% after 10 yrs.	Not Offered
TIAA/CREF*	F&V: No sales; no SC where available in SRA or Variable.	<.33%
Transamer Fds	M: Choice of up to 4.75% sales or no sales but SC=6% scaling down to 0% after 5 yrs.	<4.85%
Transamer.Life*	F: No sales; SC=9%(4) declining to 0% after 10 yrs.	Not Offered
Travelers*	F&V:No sales but $30/yr.PF on V;SC=7%(F)and 5%(V)on pmts last 5 yrs;added 1.25%/yr.in-time service	<1.95%
Union Central#	F: No sales; SC=5% scaling down to 0% after 5 yrs.	Not Offered
Union Mutual*	F: No sales; SC=4%(3) scaling down to 0% after 6 yrs + loss of 0-3 months interest.	Not Offered
USAA Funds#	M: No sales but $10/yr. PF per fund account; set up & transfer fee $5; SC=$20	<2.30%
USAA Life	F: No sales; SC=$150(1), $50(2), $25 thereafter.	Not Offered
VALIC*	F&V: No sales; SC=5% or 7% last 5 yrs. pmts. until 15th yr. of policy	<2.0%
Waddell & Reed	M: 0% to 8.5% sales, plus $15/yr. CF; SC=$5 fee.	<1.45%
Western Nat'l*	F: No sales; SC=8% scaling down to 0% after 7 yrs.	Not Offered

**=One of two or more contracts available   #=Not available for ORP*

ASSESSING THE COSTS

Costs vary significantly between companies, and are often somewhat difficult to judge and to understand. There are basically four different kinds of charges: a) sales load, applied only to new money going into plan; b) monthly or annual policy or custodial fees (which may apply whether payments are being made or not); c) surrender charges and transaction fees; and d) fees charged against the entire accumulation in the account for management services, expenses, and mortality assurances. Results in most tables throughout these articles are supposed to be after deduction of appropriate charges.

Table of Charges

Table 5 lists all charges for each company in an abbreviated form. In this table and in Tables 3 and 4 when it is written "5%(5), 4%(5), 3%", it should be read as 5% the first 5 years, 4% next 5 years, 3% thereafter. Dollars followed by parentheses read the same way. The annual fees charged to variable and fund accounts listed in the final column are charges against the whole value of the account and therefore can amount to significant sums. Charges vary greatly between funds and are specified in the Prospectus. The sign < means "*never greater than*" and appears on many of these since charges often decrease as the fund becomes larger, and some funds within a company may have lower charges than others.

This table reveals that charges vary greatly between companies and that some are easily misunderstood or can be used deceptively. A good company doing a good job deserves modest but adequate compensation. Be sure to consider all aspects of the product—including these costs.

This table makes clear that 20 listed companies offer only fixed annuities and 16 offer only mutual fund products. It also notes companies offering more than one product in the market and those not available for ORP.

MOST FLEXIBLE CHOICE FOR ORP/TDA

The most flexible possibility for placement of your ORP/TDA has been available since 1981, when TACT was instrumental in passing a law to allow direct investing in mutual funds without going through an insurance company. This opportunity is now available at most colleges and universities and should be submitted for approval wherever it is not now offered.

The use of products allowing direct use of mutual funds without going through an insurance company has increased substantially in recent years, as indicated in the article on page 16. Yet this opportunity remains unknown to many faculty and librarians. This article will explore briefly the advantages and disadvantages of utilizing this most flexible program in which you may place your ORP/TDA.

Using a family of mutual funds for your ORP/TDA provides diversity and professional management within one or more specified or selected areas of investment—money market instruments, stocks of all kinds, commercial and government bonds, and even precious metals or real estate. For an additional fee you can even engage a financial advisor to manage the placement of your accumulation among funds under a custodial account. One new program called QUADS (Qualified University Accumulation & Disbursement System) allows you to select among any of the over 3,000 funds in the nation. Such alternatives should be considered if you follow (or wish to follow) developments in the financial field and are willing to assume responsibility for directing payments toward chosen investments and for redirecting accumulations to meet changed or changing conditions.

Potential Advantages

Potential advantages of using a group of mutual funds are: 1) wide range of choices as shown in Table 1 on page 8; 2) full freedom for transfer between funds, often by a telephone call; 3) ability to check value of your account and keep up on what is happening to it in daily newspaper; 4) automatic participation in the highly recommended practice of "dollar cost averaging" (buying more shares when price is low and fewer when price is high); 5) continued flexibility even into retirement; 6) clear explanation of costs and avoidance of paying annual "mortality and expense risk" fees, which often amount to 1% to 1.5% annually on full accumulated value of account.

Potential Disadvantages

Potential disadvantages are: 1) multiplicity of offerings may complicate and confuse decision making; 2) advantages are gained only if you pay attention to your investments and make rational decisions for change on occasions; 3) possibility of some periods in which your investment decreases in value since there is no guaranteed return; 4) no assurance of a given annuity rate or promise of lifetime income backed by insurance company; 5) greater volatility and fluctuation in value of your investment.

Thus, use of direct investment in mutual funds may not be the best alternative for everyone. But, it holds greater possibilities than any other alternative for those who want to manage their investment in such a way that it is readily adapted to changing economic times and changed personal circumstances.

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OTHER FACTORS OF IMPORTANCE

Because you cannot be sure what any one product or company will do or even how your needs may change, you want maximum flexibility and availability of information in your program so that you are able to adapt it to changing economic conditions, retirement objectives, and company offerings. These additional factors, therefore, have substantial significance in your choice.

Flexibility In Investments. As described earlier, having a variety of types of investments available and the opportunity to move between them can, if you make sound decisions, improve your performance significantly over the years. If you have only "fixed type" annuities, you are never able to participate in growth of the stock market; but if you have only a single "variable type" annuity, you will never have the opportunity to get outside the "roller coaster" trends of the stock market.

All companies offering both major types of investments allow changes in the proportion of new money going into either or both plans, and most allow transfer of all or part of accumulated assets from Fixed to Variable, and *vice versa*, both during the accumulation period and at retirement. Once an annuity mix between Fixed and Variable is determined at retirement, it cannot be changed in most situations. Mutual fund groups and some companies with several offerings within the Variable offer flexibility even after retirement by allowing transfers from one fund to another.

Surrenderability. So long as you participate in ORP payments, you cannot surrender your ORP annuity nor borrow on it. A 1973 state law established these facts, no matter what your contract may say. In TDA and after retirement in ORP, however, the privilege of surrendering (cashing in) in whole or in part becomes a potentially valuable feature. If possible, ease of surrender and low or no cost for exercising it should be sought in any TDA or ORP. TIAA-CREF, with its history of very low costs and favorable performance, loosened up its transfer and surrender policies in a new program announced in March 1990. Transfer and surrender are now allowed from its CREF (Variable) portion, provided both the employer and the participant elect the new program. Transfer or surrender from the TIAA (Fixed) portion is still not available, but may be coming slowly over the next several years.

Transferability. Ability to shift your program to another qualified employer or to another company is another feature of value. It provides recourse in the event of dissatisfaction with one company and opportunity to utilize new products which may be introduced into the tax deferred field. All companies studied except TIAA allow such transfers with only surrender charges being assessed where applicable. Unfortunately, a number of companies are now using high surrender charges, especially in early years, to make transferring difficult and expensive.

Loan Privileges. Since the 1986 tax law prohibits most surrenders of TDAs until age $59\frac{1}{2}$, ability to borrow from your program has greater importance than in the past. Most insurance companies (but not all—and none of the mutual fund families) offer a loan of $1,000 to $50,000 based on your assets, which must be paid back within five years (except for loans used in purchase of a primary residence, which allow ten years). A net cost of 2% to 4% is charged on the loan by most companies.

Guarantees Offered. As indicated previously, guaranteed rates are of minor significance unless conditions change drastically in society. But, guarantees against changes in the contract, including increases in costs, vary considerably from company to company. Of course, current interest and annuity rates are expected to change in all programs, but some companies reserve the right to change many features of the contract, even including so-called guarantees, at the option of the company. Obviously, the more certain the features of a contract are, the more you can be assured of what you are buying. It is a good idea to request a copy of the contract and consider it carefully, particularly if any matter seems to be at variance with information in these articles. Since you are actually buying the contract and it may be with you for 30 to 70 years, you should get a copy and study it as you wish.

Sound Companies. Purchasing products for ORP/TDA inevitably involves some risk as to the soundness and reliability of the company. No final assurance can be given against management fraud or unforeseen economic developments, but all companies listed are qualified to do business in Texas and are regulated by the Insurance Board and/or the Securities Board. You can assume, therefore, that each company has passed periodic inspections and shows no obvious indication of inability to fulfill obligations in full. Additionally, the Texas Insurance Guaranty Association stands behind insurance annuities to a very limited extent, assuming coverage of losses by insolvency of a company up to $100,000. (See related article on page 12).

A. M. Best Co. rates general insurance companies as to financial soundness, but those ratings do not apply equally to companies specializing in annuities. All companies in this study currently hold Best's highest rating (A+, Superior) except for the following companies with A (Excellent) ratings: American Security, Delta, Fidelity Standard, Kemper Investors, National Western, Security First, SMA Life, State Bond, Transamerica, Union Central, and USAA Life. Life USA is currently not ranked but is reinsured with an A+ company. One company (National Investors) which did business with faculty had an A rating when it went into "rehabilitation" for many years; it has now paid off all capital but with some loss of interest.

In summary, you as buyer need to be careful and thoughtful in selecting a company, considering length of service, financial reports, and general reputation, and then stay alert to changes in the business through the years.

Service and Reports vary greatly from company to company. Easy access to competent service and advice, plus regular, up-to-date information to you as participant, are features to be evaluated in the ORP or TDA plan. Companies range from those with many persistent, sometimes over-eager salespersons, to those with no agents at all. Some salespersons are "locked in" to one company's products, while a growing number serve as brokers for several different products. In some instances the broker-type agent may shop around for a better product for your use, something you can always do yourself if willing. Reporting practices range from a full report on status of account each time a payment is received to one annual report presented at the company's convenience. Possibilities in case of death and disability are other features which vary among companies and may have some usefulness.

You will do well to inquire into each of these factors and evaluate their importance to you personally.

Summary of Factors

These articles have described factors which should influence your choice of a product for your Optional Retirement Program (if you have chosen ORP) and/or your Tax Deferred Account. Since each product has one or more areas in which its offering is significantly weaker than some other, and since the relative importance of various factors does and should vary from person to person (depending on such factors as personal financial condition, age, professional development, and personal inclinations), no single offering demonstrates consistent superiority for all persons.

Every faculty member should have several choices available and should make his or her choice on the basis of considered facts and factors. On the next page you will find a table which ranks companies on a number of these factors.

All Things Considered

A quick glance at Table 6 (as well as tables on variable performance) reveals that no company is consistently ranked high in all features, and you need to remember that not all important features are reflected in this table and that ranked elements are not of equal importance. For example, for a person who is only likely to be a participant for two or three years, the surrenderability rankings (given in third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

Table 6 Described

Table 6 ranks each company on certain factors reported in other tables, lists number of Variables or Funds available and presents our comment on two flexibility factors. In each column under Fixed Annuities, the number designates how that company's product ranked among all those for which information on that factor was available. A "1" indicates that company ranked first on that particular element of performance or projection of all the companies in that column and rising numbers indicate lesser performance or projection. The first two columns show how that company ranked in actual performance of the fixed annuity for the five years ending December 1989, figures presented in Table 3. Column 3 ranks the amount of charge for withdrawal at the end of five years, ranging from those with no surrender charge (ranked 1) to the highest cost (ranked 49). The next two columns are drawn from Table 4, and depend on current rates which may change often and handily. The 30-year accumulation value is largely a function of current interest rates, subject to all of the qualifications specified in that section. The current annuity rate may give some indication of company practice in annuitizing values. The sixth column ranks companies on the basis of guaranteed retirement income reported in Table 3.

In the column regarding transfer possibilities between Fixed and Variable accounts, the designations are: FULL = no charges and no substantial time limits; GOOD= no charges but limited in some way; COST=charges which may be based on surrender or sales charges; PART=Fixed to Variable limited but other direction full; FUND=transfers only among variable or mutual funds; NONE=no variable available. In the column on Plans for Surrender the designations are: FULL=no charges and readily available; FEE=modest surrender fee; LOSS=short term charges disappearing after several years; COST = substantial cost continuing to retirement.

TABLE 6 — COMPARATIVE RANKINGS
SUMMARY OF SELECTED ITEMS FROM PREVIOUS TABLES

	FIXED ANNUITIES						*VARIABLE*		
	ACTUAL		*CURRENT ILLUSTRATION*					*FLEXIBILITY*	
Company	*5-yr Add*	*5-yr No-Add*	*Withdrwl Cost 5-yr*	*30-yr Accum*	*Annual Rate*	*Grntee Ret'mnt Income*	*Nmbr of Choices*	*Transfer F<->V*	*Surrndr Plans*
AETNA*	21	27	18	16	21	31	4	PART	LOSS
AM. CAP. FDS.	Group of Mutual Funds Without Annuity						11	FUND	FEE
AM. FIDELITY*	39	39	1	50	27	24	1	COST	FULL
AM. FDS.	Group of Mutual Funds Without Annuity						19	FUND	FULL
AM. NAT'L FDS	Group of Mutual Funds Without Annuity						4	FUND	FULL
AM. SECURITY	22	28	38	37	50	37	0	NONE	LOSS
AM. UNITED*	12	12	28	18	26	33	1	COST	LOSS
AMEV FUNDS	Group of Mutual Funds Without Annuity						8	FUND	FULL
CENTURY LIFE#*	40	36	42	5	44	12	0	NONE	LOSS
DELTA	20	13	35	42	39	22	0	NONE	LOSS
EQUITABLE	29	29	30	40	29	44	4	FULL	LOSS
FAMILY LIFE	36	35	8	26	29	20	8	GOOD	LOSS
FIDELITY FUNDS	Group of Mutual Funds Without Annuity						75	FUND	FEE
FIDELITY STD	N/A	N/A	44	2	10	28	3	FEE	COST
FIRST INVESTORS	Group of Mutual Funds Without Annuity						7	FUND	FULL
GREAT AMERICAN*	1	2	45	6	4	27	0	NONE	COST
GR. AMER. RESERVE	13	18	15	25	2	4	3	GOOD	LOSS
GREAT WEST*	6	1	24	3	7	30	3	GOOD	LOSS
HORACE MANN#	30	15	1	38	34	6	4	COST	LOSS
IDS FUNDS#	Group of Mutual Funds Without Annuity						23	FUND	FULL
IDS LIFE	26	26	33	27	37	34	4	GOOD	COST
INVESTORS-NEBR.	14	31	32	13	28	13	0	NONE	LOSS
JACKSON NAT'L	3	7	39	10	40	25	0	NONE	LOSS
JEFFERSON-PILOT	28	16	29	29	47	9	3	FULL	LOSS
JOHN ALDEN	N/A	N/A	47	1	1	2	0	NONE	COST
KEMPER INVEST.	27	37	17	17	29	7	5	GOOD	COST
KEYSTONE FUNDS	Group of Mutual Funds Without Annuity						20	FUND	FEE
LIFE OF S'WEST	18	10	11	11	18	18	0	NONE	LOSS
LIFE USA	N/A	N/A	49	33	38	15	0	NONE	COST
LINCOLN NAT'L*	15	24	20	19	14	36	7	PART	LOSS
MASS. MUTUAL#	N/A	N/A	14	39	17	46	4	PART	LOSS
MERRILL LYNCH FDS	Group of Mutual Funds Without Annuity						18	FUND	LOSS
METROPOLITAN	41	21	23	49	8	48	8	GOOD	COST
MFS/SUN LIFE*	N/A	N/A	9	15	34	11	10	FULL	LOSS
MUTUAL OF AMER.	25	30	1	45	44	40	5	FULL	FULL
MUTUAL OF NY*	10	9	26	44	14	10	5	GOOD	LOSS
NAT'L WESTERN	7	19	46	6	16	1	0	NONE	COST
NATIONWIDE	35	40	16	46	41	38	15	GOOD	COST
NEW ENGLAND*	31	38	40	34	19	23	4	GOOD	LOSS
NORTHERN LIFE	8	17	48	12	3	47	0	NONE	LOSS
N'WESTERN MUT.#	37	41	12	34	12	43	4	COST	COST
PIONEER FUNDS	Group of Mutual Funds Without Annuity						9	FUND	FULL
PRICE FUNDS	Group of Mutual Funds Without Annuity						21	FUND	FULL
PRINCIPAL LIFE*	24	4	36	22	42	45	3	COST	COST
PRUDENTIAL	42	14	25	9	19	42	7	PART	LOSS
QUADS	All Mutual Funds Through Custodial Account						3000+	FUND	FEE
SAFECO	17	11	31	21	49	14	3	PART	LOSS
SCUDDER FUNDS	Group of Mutual Funds Without Annuity						15	FUND	FULL
SECURITY BENEFIT	32	32	12	41	44	35	5	GOOD	LOSS
SECURITY FIRST	N/A	N/A	37	6	10	28	0	NONE	COST
SMA LIFE	34	34	22	43	29	17	3	GOOD	LOSS
SOUTHWESTERN	N/A	N/A	27	32	21	5	0	NONE	LOSS
STATE BOND	N/A	N/A	43	23	48	19	0	NONE	COST
STATE FARM	38	42	10	47	5	21	0	NONE	LOSS
TIAA-CREF	2	5	N/A	24	21	49	4	PART	PART
TIAA-CREF SRA#	5	5	1	34	21	50	4	PART	FULL
TRANSAMERICA LIFE*	16	3	41	20	13	41	0	NONE	LOSS
TRANSAMERICA FDS	Group of Mutual Funds Without Annuity						17	FUND	FEE
TRAVELERS*	23	22	34	13	25	32	10	FULL	COST
UNION CENTRAL#	33	33	7	30	34	39	0	NONE	LOSS
UNION MUTUAL*	19	23	6	48	8	26	0	NONE	LOSS
USAA FUNDS#	Group of Mutual Funds Without Annuity						8	FUND	FEE
USAA LIFE	9	20	5	31	43	3	0	NONE	FEE
VALIC*	4	8	21	4	5	15	9	GOOD	LOSS
WADDELL & REED	Group of Mutual Funds Without Annuity						10	FUND	FULL
WESTERN NATL*	11	25	18	28	33	8	0	NONE	LOSS

* = One of two or more possible contracts. # = Not for use in ORP.

The Decision Is Yours

With these rankings and all of the other ideas developed in these articles, you should be able to select a vehicle for your ORP or TDA which will meet your particular needs and wishes. In all matters, remember that you are in the driver's seat as you move towards selection of a vehicle for your retirement and tax sheltered savings program. Do not be cowed or "snowed" by an assured or assertive salesperson.

Ask the questions made explicit in this article and get satisfying answers:

1) What are the probabilities of a good return on your investment through the years? Is it or can it be made adaptable to changing economic conditions and changing needs?

2) Is there a flexible choice between Fixed and Variable portions, and can you shift accrued assets from one to another easily and without cost? Do you have some continuing choice of investment alternatives or are you wholly dependent on the company's decisions?

3) Do you have assurance of maximum annuity rates and maximum flexibility of choice as to time and type of retirement settlement opportunities?

4) Are the charges and deductions clearly stated and in minimum amounts throughout the life of the contract?

5) Is the contract surrenderable for cash value, in whole or in part, after leaving covered employment for ORP and after age 59½ for TDA? Does it allow lump sum withdrawals in lieu of electing an annuity during retirement?

6) Is the program easily transferable to another company within ORP? To other kinds of tax sheltering employment? At what costs? Do high surrender charges or other devices tend to lock you in and limit your choices?

7) Are costs, annuity rates, and other features of the contract permanent, or does the company reserve the right to change certain of these at its option?

8) Does the company have soundness and experience which assure its ability to fulfill its contract and provide good management through the years?

9) How adequate to your needs are the services and reports offered by the company?

TJCTA offers this information to help you make sound decisions about what is indeed the most significant financial decision you will ever make.

EVALUATING RETURN ON FIXED ANNUITIES

Analyzing current interest rates in annuity products is a very difficult and confusing task, as indicated in the section and tables on Fixed Annuities in preceding articles. Insurance companies and insurance sales persons seem to devote a lot of time and ingenuity to asserting advantage over other companies by complicated and questionable practices with regard to current interest rates.

Here are a series of questions you ought to have answered about interest rates on fixed annuities, if you are now using such a product or if you plan to do so: Is this current interest rate paid on the entire accumulation or only on new money? What interest is now being paid on "old" money (paid in previous years)? How often is interest rate changed? Is a different rate applied if money is withdrawn and transferred to another company? Is a different interest applied if no current payments are being made? Has the interest rate of this company been consistent, relative to other interest rates over several years? What is the basis for this interest rate varying (if it does) from what seems normal at this time? When do payments received begin to earn interest? How is interest compounded? What interest will I be getting on money after I retire and annuitize my accumulation?

Perhaps the most tell-tale factor on current interest is the method of crediting interest. The three major methods are designated for each company and its major annuity product in Table 4, on page 12. The "full portfolio" method of crediting interest (designated by ALL in Table 4) used to be the universal plan. Then, one current interest could be compared rather directly with another. About ten years ago in a period of rising interest rates, some companies decided to quote a much higher current interest but apply it only to money received in the present. These companies are designated by NEW in Table 4. Obviously, a company which applies current interest only to new money can escalate (or deflate) interest rates almost at will, keeping them related to current bond markets, and having little influence on interest paid on past "bands" or collections of payments. The most recent development in this area is the plan of crediting one interest rate for money that is reserved for annuitizing with the company, and a substantially lower rate for money that is ever withdrawn or transferred from the company. This is often called the "two-tier" plan and is designated with TWO in Table 4.

Since this method is rather new, a brief explanation is in order. The theory behind two-tier crediting is that, since short-term participants are much more expensive for a company than long-term participants, it makes sense to divide the two. But, since you never know who will be a short or long term participant, the way to accomplish this is to give a substantially greater interest if the person turns into a long-term participant/annuitant than if he/she turns into a short-termer. This way, the company can quote a high current interest rate—and assert an advantage over other companies—and yet protect itself from having to pay out that interest at any time soon. And, further, since annuity rates are not tied to current interest, the company has the opportunity sometime in the future, if the customer annuitizes, of adjusting the annuity rate (down to the guarantee) to suit circumstances. This factor is facilitated by the fact that all of these products are recent in origin and therefore do not have an accumulated group of potential early annuitants on the roster.

The cost of withdrawing or transferring these products is very high in early years and continues even into final years, discouraging the customer from utilizing this possibility. You may note in Table 4 that the loss for withdrawal can be over $100,000 in a few products, based on the value of $200 per month for 30 years. Some of these companies will allow annuitizing for as short a period as 3 to 5 years, but the control of the annuity rate still leaves the company in full command. In some instances the interest credited to the withdrawal value may equal or exceed current interest in some other products, largely negating the differential cash value. Many annuities have surrender charges to discourage transfer or withdrawal, but most of them disappear after 5 to 15 years of participation, while they continue forever with the "two-tier" product.

Remember "current interest" is only a small part of the whole story, and a factor easily manipulated. What is important is the real or effective rate of return over the entire life of the contract. Actual performance over some past period is the best basis for judging performance. Also, flexibility and liquidity are extremely important considerations over the long periods in which people purchase and then live on proceeds from ORP/TDA products. Be sure to seek answers to the above questions on current interest rates. And if the agent does not know the answers, look elsewhere.

WHY CHOOSE MUTUAL FUNDS OVER ANNUITIES?

by Gary E. Battenberg
Senior Vice President
Advantage Capital and
American Capital Investments

If informed educators planning for retirement want diversification, ease of understanding of what they own, managers of strength watching their investments, and a large selection of options at retirement, then they should select mutual funds as the preferred vehicle to achieve their goals through ORP and TDA programs. The problem is, in my experience, that too many educators are not informed of all the alternatives, because they have heard mostly from insurance sales persons who advocate annuities.

Insurance companies for many years have tried to convince educators of Texas to buy into the "safety" of fixed annuities for their ORP and TDA accounts. Facts are that carefully selected, professionally managed equities over the past 20 years have dwarfed the returns of annuities. For example: $25,000 invested at 9% over 20 years reaches a total of $150,230, and 9% is considerably more than fixed annuities have averaged over those years. Mutual funds, on the other hand, have averaged slightly over 15% (that is for all equity mutual funds, not a selected few!) for the past 20 years, and the same $25,000 at 15% would amount to $492,890. Which would you choose—$150,230 or $492,890? Granted, there is no guarantee behind the mutual funds, and that result was not achieved in steady increments on a monthly basis—but that performance has been achieved during two decades which included the greatest stock market crash and the highest inflation rates in our nation's history. In the paradoxical arena of money management, it is the no-guarantee choice that has achieved long-term goals with the greatest returns to investors.

The feature many retiring educators seek most is flexibility at retirement, and many more alternatives are available in mutual funds. With an annuity, once you select an income for life (annuitize), you are usually committed. You swap control of your principal for a monthly check, and nothing is left for you to utilize in meeting unexpected crises or opportunities and little if anything will be left for your heirs should you die earlier than expected. Mutual funds offer systematic withdrawals, adaptable to changing needs, and, under prudent management and good fortune, it is possible to draw a good return and leave the entire nestegg there to pass on to your heirs.

How often I have heard, over the past five years specializing in the ORP/TDA market, stories like this: "The sales person from XYZ Annuity Co. told me that 'everybody on this campus does business with us, and here is the program that everyone buys.' I didn't fully understand the product and I was a bit confused, but I signed up to get rid of the problem—and the sales person." That story has been told to me by Chancellors, librarians, new faculty, old faculty and everyone in between. Too often they follow it up with the fact that the sales person never contacted them again, and often they have to look up the record to even remember the name of the insurance company.

You are protected and reassured by the professional requirements placed on a registered representative of a mutual fund, by the fact that mutual funds can not project future returns (as is so often done by the insurance company), and by careful regulation and policing of mutual fund advertising. And you can learn what is happening to your investment from reports in the daily papers.

So, for better possible performance, for diversification, for professional fiduciary responsibility by sales persons, and for flexibility at retirement, you may well want to choose mutual funds.

90 DAYS TO DECIDE: ORP OR TRS?

If you are a new appointee who is qualified for participation in the Optional Retirement Program (ORP), you have just 90 days in which to decide which retirement program you will use. Even visiting professors and those here on short term assignment need to make this decision if there is even the remotest possibility that they may return to Texas higher education sometime in the future. Veteran faculty will do new appointees a great service if they see to it that they have a copy of this *Messenger*, are aware of the importance of this decision, and are encouraged to join TJCTA.

Texas law requires all full-time employees to participate in either ORP or Teacher Retirement System (TRS), and all new appointees will be placed automatically in TRS upon employment unless they have elected ORP prior to the first paycheck. Faculty, librarians, and other professionals, not including anyone in a classified position, may choose the optional alternative but must make this important decision during the first 90 days in a qualified position. Once made, the decision is irreversible and will continue in force for the full duration of employment in any Texas public institution of higher education. Changes in positions or institutions and interruptions in service notwithstanding, the decision for TRS or ORP will hold for all time.

This article and much of the other content of this issue of the *Messenger* provide information to assist in making this decision.

TRS and ORP Compared

The choice of ORP as an alternative to TRS has been available to faculty and librarians since 1967, when TACT and TJCTA were crucially instrumental in passing legislation which allows this choice. Prior to that time, all employees were required to participate in TRS. The transportability of ORP to another institution in another state and its earlier vesting period (one year as contrasted with 10 years in TRS at that time but changed to 5 years in 1989) were the main features which made ORP a valuable alternative in a profession in which hiring is from national and world markets and in which at least two or three changes in position are normal before settling down to a career.

ORP and TRS are totally different in concept and operation, making comparison quite difficult. In addition to this brief treatment of the two programs, you may want to read a pamphlet, "TRS-ORP," published by TRS and available from your personnel department or the TRS office in Austin.

The Teacher Retirement System (TRS) is a stated benefit program, in which your retirement benefit according to current formula will be 2.0% of your average salary in the highest three years, multiplied by the number of years you have participated in the program. Thus after 30 years of service, your maximum benefit would be 60% (30 x 2.0%) of your average salary over the three years in which your earnings were highest. Rules allow you to increase your years of service by purchasing credit under some conditions for years in military service, in out-of-state teaching, or on special leave. TRS also has a death benefit and disability feature which offer some protections not included in ORP. TRS retirement benefits do not vest (become permanently committed to the participant) until after 5 years of participation, and then only for purposes of income at retirement age. Upon leaving covered employment, a participant may withdraw only his or her own payments, plus 5% interest, with the state's share reverting to the system.

The Optional Retirement Program (ORP) is a cash accumulation retirement program in which you yourself select the vehicle or vehicles into which yours and the state's payments are placed. Your retirement benefit will be whatever the payments and earnings through the years can produce. Investments are made in programs offered by many insurance and mutual fund companies which are designated as 403(b) programs, most of which are described in some detail in other articles in the *Messenger*. There is no death or disability benefit beyond the contributions made or the value accumulated. ORP vests in the participant as soon as he or she begins a second year of employment. Upon leaving covered employment after more than one year, the entire accumulation, both state and personal, goes with the participant and may be continued under another qualified employer, held for future use, or under some circumstances, surrendered for cash if taxes and penalties are paid.

Why Most Choose ORP

Most faculty, librarians and other professionals coming into Texas public colleges and universities who are qualified for ORP now use it rather than TRS for at least three reasons:

1. One year vesting is of great value in a profession in which two or three changes in position are normal before settling down to a career.

2. Potential retirement benefits are substantially greater, although the amount of benefit is less definite. Any estimate of retirement benefits in 30 or 35 years is subject to many unknown factors. Given the same salary conditions over a 35 year career in Texas, however, a person's "estimated" retirement income in ORP products will exceed present TRS provisions by 2 to 3 times, but the *guaranteed* amount in most companies may be slightly less than TRS results.

3. ORP accounts are transportable to other institutions in other states—perhaps not as official retirement programs, but as additional tax deferred savings programs. TRS is limited to Texas schools and colleges and can be utilized for retirement purposes only.

For faculty members coming into Texas in mature years (age 55 and beyond), entering at a high salary, and having high likelihood of completing their careers here, TRS might produce benefits in excess of those earned by ORP in the relatively short period available to retirement. Also, in TRS the individual is removed from all responsibility for managing or paying attention to this major investment, and questions arising at retirement are much simpler in TRS than in ORP because choices are still much more limited. Now that both TRS and ORP are tax deferred (paid out of salary and not subject to income tax), the take-home pay under TRS is slightly greater than in ORP because 6.4% of salary is required in TRS while 6.65% is required in ORP.

This is a decision required of a new appointee during the first 90 days after employment. You should seek information from various sources if you have any questions, and make your choice of TRS or ORP after careful consideration.

SAFETY AND RELIABILITY OF INSURANCE COMPANIES

(Continued from page 14)

usefulness is probably restricted to assisting with a small company's obligations.

Further question was raised when the Senate Insurance Committee in 1989 turned up facts revealing that the Texas Board of Insurance had been terribly lax in supervising and evaluating insurance companies. Here was another example of a Texas board apparently being more beneficial to the regulated industry than to public interest. A reorganization of the Board seems to have achieved some improvement, but some question still remains about the adequacy of state supervision.

Some studies have recently been issued on the extent of "junk" bond holdings by insurance companies, and some states are considering regulating the extent of these investments. The problem stems from the fact that value of some high yield bonds has fallen dramatically, depleting the reserve that insurance companies hold to meet their obligations. A new question now should be raised about composition of insurance company general fund investments: How much of the company's assets are invested in "junk" bonds?

All of this concern about insurance companies applies only to Fixed Annuities, which are obligations of the General Fund of the insurance company. Strangely enough, the Variable Annuities (usually thought of as somewhat less secure in value than the "fixed" investment) are operated as Separate Funds, and are virtually unrelated to the general financial condition of the insurance company. They are based on an actual purchase of stock, bonds and/or money instruments which are held in a distinct ownership—their value may fluctuate up and down with the market, but the instruments themselves are not obligated to the general welfare of the insurance company. Mutual funds, of course, are also based on an ownership plan, with instruments held by a custodian and have little threat of insolvency, although their value fluctuates regularly.

What should all of this mean to the individual with an ORP or TDA? Probably only that more caution should be exercised in choosing companies and products, seeking to avoid companies which have an inadequate history and/or financial report. Some sales persons who want a share of your business are suggesting that you should not have more than $100,000 (because of Guaranty Association) in any one company. It is doubtful that the guaranty association assurance is worth the bother and risk of keeping all accounts below $100,000, especially since accumulations will almost inevitably rise above that amount by compounding through the years anyway. Careful and thoughtful attention in selecting the company and the products you use is the only solution to the problem. Then, you need to stay alert to changes in the business through the years, and exercise the flexibility and transfer provisions if questions become severe.

THREE-FOURTHS OF ELIGIBLE EMPLOYEES CHOOSE ORP

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1988-89 academic year 7,565 (77.6 percent) of the 9,746 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 7.65 percent for the state.

Two-year college employees invested in ORP plans with 90 different carriers during Fiscal Year 1989. The Variable Annuity Life Insurance Company (VALIC) was selected by 2,084 participants—more than 27 percent of the total business, with Travelers Life Insurance Company and Aetna Life Insurance and Annuity Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to thirteenth place in 1989. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost participants steadily every year, down to 91 in 1988-89 (1.2 percent).

Carriers receiving contributions during each of the last ten years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. **No ORP participant should feel "locked" into an inferior program.**

With surprising frequency, the TJCTA state office receives inquiries from members who somehow have been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

> *Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...*
>
> *Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...*
>
> *Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.*

Individuals who experience problems regarding the preceding three regulations should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS
Public Community Junior College Employees
1979-1989

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Variable Annuity Life Insurance Company	1,239	1,594	1,727	1,840	1,843	1,926	1,973	1,933	1,949	2,084
Travelers Life Insurance Company	185	265	281	404	500	595	685	682	583	670
Aetna Life Insurance and Annuity Company	138	166	224	251	313	424	433	475	489	647
Kemper Investors Life Insurance Company	—	—	240	340	488	599	681	736	683	622
USAA Life Insurance Company	—	113	210	240	256	303	306	362	449	477
Lincoln National Life Insurance Company	551	507	417	406	410	373	340	325	388	434
Great American Life Insurance Company	—	44	77	127	151	218	280	321	331	369
Union Mutual Life Insurance Company	206	278	301	303	355	430	427	416	355	302
Mutual Life Insurance Company of New York	290	283	341	388	404	385	335	298	279	254
Teachers Insurance and Annuity Association	202	203	205	191	202	183	168	162	165	161
Jefferson Pilot Life Insurance Company	409	318	235	215	203	188	172	160	156	131
Security Benefit Life Insurance Company	—	—	26	29	39	61	72	74	94	94
Southwestern Life Insurance Company	1,414	1,054	691	578	550	363	311	226	150	91
Delta Life and Annuity	—	—	—	—	—	—	29	48	100	91
Resources Life Insurance Company	—	—	—	—	—	—	—	1	52	87
Great West Life Assurance Company	111	162	164	150	110	112	82	70	88	85
New England Life Insurance Company	—	—	65	72	79	85	84	83	81	76
Reserve Life Insurance Company	—	—	—	—	—	—	—	—	—	64
Metropolitan Life Insurance Company	229	184	157	147	135	131	118	104	84	61
Fidelity Investments	—	—	—	—	—	—	25	42	46	60
Integrated Resources Life Insurance Company	—	—	—	—	—	—	—	—	34	60
Beneficial Standard Life Insurance Company	—	39	79	93	97	80	74	69	71	55
Northern Life Insurance Company	—	—	—	—	—	—	—	18	38	55
Equitable Life Assurance Society	28	28	43	44	46	37	47	52	61	54
Investors Diversified Service (IDS)	35	38	44	43	39	39	38	40	48	51
Qualified Univ. Accumulation & Disb. System	—	—	—	—	—	—	—	—	—	42
Pioneer Group	—	—	—	—	—	—	—	—	13	36
Providence Life Insurance Company	—	—	—	—	22	25	34	45	40	34
Safeco Insurance Company	—	—	19	23	25	28	30	23	25	25
Prudential Life Insurance Company	57	60	52	47	43	27	21	21	26	24
Connecticut Mutual Life Insurance Company	213	143	109	107	107	102	93	44	30	22
Amev. Investors	—	—	—	—	—	—	—	—	10	18
Nationwide Life Insurance Company	—	42	66	56	44	29	25	23	6	18
Eureka Life Insurance Company	—	—	—	—	—	—	—	5	36	17
Transamerica Life Insurance Company	43	53	45	42	54	46	24	15	11	15
American General Life Insurance Company	44	44	37	27	29	21	17	14	11	15
American United Life Insurance Company	40	33	25	16	12	11	10	10	9	15
Principal Mutual Life Insurance Company	—	—	—	—	—	—	—	3	18	10
Sun Life Assurance Company of Canada	—	—	—	1	4	11	11	9	9	10
Massachusetts Mutual Life Insurance Company	50	28	17	17	18	20	16	15	12	8
All other carriers (fewer than 10 each)	45	31	22	37	40	60	51	66	123	224
TOTAL ANNUITANTS (All ORP Programs)	*5,699*	*5,799*	*6,038*	*6,324*	*6,662*	*6,966*	*7,092*	*7,067*	*7,208*	*7,565*

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

44th Annual Convention

Hyatt Regency Hotel — Dallas/Fort Worth International Airport — February 21-23, 1990

HOTEL RESERVATION FORM

MAIL TO: Hyatt Regency Hotel, P. O. Box 619014, DFW Airport, Texas 75261-9014

Please reserve _____ room(s) of the type(s) checked below:

	Check accommodations desired:	Rate:
_____	Single Room (1 person)	$ 65
_____	Double Room (2 persons)	$ 70
_____	Triple Room (3 persons)	$ 78
_____	Quad Room (4 persons)	$ 78
_____	Junior Suite (parlor with adjoining bedroom)	$ 105
_____	Club Suite (parlor with adjoining bedroom, concierge level)	$ 165

Arrival Date: Feb. ____, 1991 Arrival Time: *_____ ___.m. Departure Date: Feb. ____, 1991

(Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

**Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night's lodging.*

☐ *Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:*

Type ______________________ *Number* ______________________ *Expiration Date* ____________

IMPORTANT INFORMATION: The Hyatt Regency DFW is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name______________________________ Phone: A/C________–____________

Address______________________ City______________________ State____________ ZIP__________

ROOM(S) WILL BE OCCUPIED BY:

NAME *(please print)*	ADDRESS	CITY / STATE / ZIP

1991 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1991 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Hyatt Regency Hotel at the Dallas/Fort Worth International Airport. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 21, 1991

9:00 a.m. - 5:00 p.m.	— Special Meetings (to be announced)
12:00 Noon -10:00 p.m.	— Convention Registration
1:00 - 4:00 p.m.	— Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	— Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	— Informal Reception
7:30 - 9:30 p.m.	— **BANQUET AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 22, 1991

7:30 - 8:45 a.m.	— Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	— Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	— Convention Registration
8:00 a.m. - 5:00 p.m.	— Exhibits Open
8:00 a.m. - 5:00 p.m.	— Polls Open (Election of Officers)
9:00 - 10:30 a.m.	— Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	— Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	— Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	— Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	— **SECOND GENERAL SESSION**
4:15 - 5:45 p.m.	— Retirement Information Seminar
4:15 - 5:45 p.m.	— Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m.	— Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 23, 1991

8:00 - 11:30 a.m.	— Convention Registration
8:00 - 11:30 a.m.	— Exhibits Open
9:00 - 10:15 a.m.	— Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	— Section Meetings for Remainings Sections (visit to exhibits for others)
11:45 a.m.	— Adjournment
12:00 Noon - 3:00 p.m.	— Special Meetings (to be announced)

AMERICAN AIRLINES OFFERS SPECIAL FARES FOR TJCTA CONVENTION

TJCTA members traveling to the 1991 convention by air may take advantage of special fares arranged with American Airlines. Since the convention headquarters hotel, the Hyatt Regency, is located within the Dallas/Fort Worth International Airport complex, American Airlines is the most convenient carrier offering service between DFW and most Texas cities. Travelers are literally just a short walk from their hotel rooms when their planes arrive at the American Airlines terminal.

With the "meeting saver fare," members may receive as much as a 40 percent discount from regular 7-day advance purchase coach fares. For the 21-day advance purchase discounted fare, the airline offers a 5 percent discount. Tickets may be obtained from American Airlines or from travel agents. Certain restrictions and conditions apply.

Reservations under the special fare must be booked through American's Meeting Services Desk at 1-800-433-1790, and callers must provide the special TJCTA "STAR File Number": S032173. The number of seats on each American Airlines and American Eagle flight is limited, so reservations should be made well in advance of planned travel dates.

The special fares are offered between Feb. 19 and Feb. 25, and are available for round trip travel between Dallas/Fort Worth and any city served by American Airlines or American Eagle.

A wise investment...

Here are some of the ways TJCTA has served its members...

- Expended more than $60,000 in attorney's fees to provide expert legal advice to 58 members from 39 campuses
- Provided formal testimony before committees of the Texas Legislature on 18 occasions
- Was the *only* professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed a *Legislative Update* apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 53 campuses
- Responded to requests for advice and information from members of governing boards at 11 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 29 community junior college campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the *largest* meeting of community junior college educators in the nation, which included...
  - More than 110 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on "Financial Planning for College Teachers"
  - A session on development and implementation of televised instruction
  - A seminar for retired and " soon-to-be-retired" educators
  - A placement center offering information about professional staff openings
  - Almost 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Membership Enrollment Form

☐ Dr.
☐ Mr.
☐ Mrs. ______________________________
☐ Miss *First Name* *Middle Name or Initial* *Last Name*
☐ Ms.

College ______________________________
(If more than one campus, indicate your campus.)

Preferred Mailing Address for TJCTA publications (if other than to college): ______________________________
Street Address or Post Office Box *City* *State* *ZIP Code*

PRIMARY RESPONSIBILITY:

☐ Instructional (Subject taught: ______________________________)
☐ Student Services (Position: ______________________________)
☐ Learning Resources/Library/Media (Position: ______________________________)
☐ Administrative (Position: ______________________________)
☐ Other (Specify: ______________________________)

☐ **CHECK HERE IF YOU DESIRE COVERAGE UNDER THE OPTIONAL LIABILITY INSURANCE PROGRAM, AND ADD $25 TO THE AMOUNT OF YOUR CHECK.**

CHECK ONE:
☐ PROFESSIONAL MEMBERSHIP (Full-time educator at a Texas community or junior college)—Dues $25
☐ ASSOCIATE MEMBERSHIP (Classified employee or retired or part-time educator at a Texas community or junior college)—Dues $15
☐ STUDENT MEMBERSHIP (Enrolled for graduate credit *in community or junior college education*)—Dues $10
☐ UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15

☐ Check here if you wish to receive the *TJCTA Messenger*. Annual dues *include* $5 for subscription.

Membership Period: September 1, 1990–August 31, 1991.

MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3218.

TJCTA
MESSENGER
A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
7748 Highway 290 West, Suite 310 Austin, Texas 78736-3218

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VOLUME XXII DECEMBER 1990 NUMBER 2

1991 TJCTA LEGISLATIVE PROGRAM ADOPTED

An eight point legislative program was adopted by the TJCTA Executive Committee in its meeting Dec. 1.

Legislative goals and priorities were recommended by the organization's Legislative Committee in October. While the legislative program is subject to additions and changes by subsequent action of the Executive Committee, the present legislative goals are listed below:

1. **Support appropriations for community, junior, and technical colleges in the 1991-93 biennium at the level recommended by the Texas Higher Education Coordinating Board.**
2. **Support revenue enhancement measures necessary to provide funding recommended by the Coordinating Board.**
3. **Support the recommendations of the Coordinating Board regarding the status of the state's eight upper-level universities.**
4. **Support the continued fiscal integrity and actuarial soundness of the Teachers Retirement System of Texas and oppose any reduction in the level of state funding for either the Teacher Retirement System or the Optional Retirement Program.**
5. **Support the continued implementation of the Texas Academic Skills Program *only* if adequate state funding for implementation and remediation is provided.**
6. **Support the goal of obtaining adequate state funding to increase the number of nurse practitioners in Texas.**
7. **Support state reimbursement to community junior college districts for "lost" tuition and fees resulting from exemptions mandated by action of the State Legislature.**
8. **Support improved funding for the state's higher education staff insurance program.**

SALARY INCREASES LAG BEHIND INFLATION

The increased cost of living far exceeded salary raises at Texas public community junior colleges in 1990. Salaries rose an average of about 2 percent statewide for the 1990-91 academic year over the preceding year. While a few colleges increased their salary schedules by 5 percent or more, eleven districts provided no increases. Where schedules were not adjusted for inflation, if faculty raises occurred at all they resulted from advancement in placement (through experience or acquisition of additional postgraduate credit or promotion in professorial rank).

These were the findings of the annual study of faculty salaries conducted by the Texas Junior College Teachers Association. This is the fourteenth consecutive year that TJCTA has undertaken an extensive study of faculty salaries at the state's public two-year colleges. All 49 districts participated in this year's study.

Several districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

Based on an increase in the Consumer Price Index of 6.0 percent for 1990 over 1989, *not a single college district adjusted its salary schedule to keep pace with the inflation rate.* The inflation factor was somewhat higher in metropolitan areas.

The largest salary increase came at Austin Community College, where the salary schedule was raised by just under 6 percent. Raises of 5 percent or more were added to salary schedules at Alvin Community College, Ranger Junior College, Temple Junior College, Trinity Valley Community College, and Tyler Junior College.

TJCTA officials stressed that changes in salaries are based on changes in salary schedules, and do not reflect additional increases as faculty members advance in "steps" through experience, gain additional college credit, or receive promotions in rank. Neither do reported salaries include compensation for "overload" classes, summer school teaching, or "merit" stipends.

The TJCTA salary survey is based on responses to questionnaires submitted directly by officials at the colleges. Responses are accompanied by copies of the institutions' adopted faculty salary schedules or salary policies. Questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors with varying levels of academic credentials in their first, sixth, eleventh, sixteenth, and twenty-first consecutive years of employment.

The tabular report of this year's TJCTA salary study appears on pages 4-5 of this issue of the Messenger. A table comparing salaries for the past five years appears on page 6.

FACULTY SALARIES LOSE GROUND TO INFLATION

The table below shows the decline in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, eleventh, sixteenth, and twenty-first consecutive years of service. Data are based on an increase in the Consumer Price Index of 6.0 percent for 1990 over 1989. (* Salaries in sixteenth and twenty-first years are based on 30 graduate credit hours above master's degree.)

	State Average Salaries—Master's Degree		Percent Increase	Change in Purchasing Power
	1989-90	1990-91		
First Year	$23.809	$24.284	2.00%	-4.00%
Sixth Year	26.225	26.728	1.92%	-4.08%
Eleventh Year	28.451	29.031	2.04%	-3.96%
Sixteenth Year	32.214*	32.877*	2.06%	-3.94%
Twenty-first Year	33.491*	34.311*	2.45%	-3.55%

PRESIDENT'S MESSAGE

Welcome to 1991! As we watch 1990 fade out and anticipate the beginning of a new year, I hope all of you have had a successful and satisfying fall term. Many of our colleges experienced enrollment increases last semester, and many of us found more students in our classes, more demands on our time—in short, many more things to do and people to see and help. So the holidays are a welcome break after a very fast start.

As I write this, I'm sitting in my kitchen looking out on a dark, cloudy, drizzly day. The trees are bare, and grays and browns are the predominant colors. Yet, once in a while, the sky lightens and the sun peeks through. Why just now, a cardinal alighted on the deck, bringing a flash of color to the drab landscape. And I guess this scene accurately reflects the realities facing community junior colleges in Texas today. By the time you receive this issue of the *Messenger*, the Texas Legislature will have convened in regular session and will be facing problems the likes of which this state hasn't seen since the Depression. In numerous conversations I've had with legislators, the overwhelming consensus is this truly could be the most difficult session in memory.

Consider these facts. To fund an appropriations bill for the coming biennium which would simply provide the *same* level of services as under the current budget, some $3 to $4 billion more than is currently projected as being available will be needed. This need does *not* take into account any growth factors, such as increases in enrollment experienced by many two-year colleges. Then realize that in three major expenditure areas—prisons, mental health, and public education—the state of Texas is subject to court orders which will mandate increased spending for those services. Finally, be aware that before this current budget period is over, the Department of Human Services will likely fall short of its needed revenues by one-half to three-quarters of a billion dollars. Considering this, it is certainly not beyond the realm of possibility to think that a legislature desperate for revenue might turn to higher education and get out the axe.

Well, that's a pretty grim picture. But I do think that there are a few cardinals, a few rays of sunshine in our landscape. On January 15, the inauguration of Ann Richards and Bob Bullock as governor and lieutenant governor will bring to those offices individuals who have stated repeatedly that they consider education to be this state's top priority. The fact that they have worked with each other and with the Legislature for a number of years also bodes well in these difficult times. Moreover, TJCTA's Legislative Committee has put together an outstanding legislative agenda. The chair of that committee, Bill Davis of Texas Southmost College, will be working closely with me and with our executive secretary during the session to make sure that your interests continue to be represented in the area of public policy.

Within TJCTA there is room to be optimistic. Our publications continue to bring you the kind of thoughtful articles and in-depth survey research which can enrich your professional life. Examples include the extensive article about retirement programs which appeared in the last issue of the *Messenger* as well as the eagerly awaited salary survey which appears in this issue. In the coming months, your campus representative will be receiving periodic legislative updates by which you'll be able to keep up with developments in Austin.

In the area of membership, we can be cautiously optimistic. Led by our state membership chairperson, Deann Merchant of Amarillo College, as well as scores of membership representatives on the individual campuses, we are only slightly lower than our corresponding numbers from this time last year. Please remember—there is strength in numbers. So if you know of a colleague who "forgot" to join TJCTA this year, gently remind that person to do so.

Be sure to mark February 21-23 on your calendar. Those are the dates of this year's TJCTA convention. We'll be meeting at the beautiful Hyatt Regency hotel at the Dallas/Fort Worth International Airport for what promises to be a fantastic convention. Exhibitors are lined up, rooms are being reserved quickly, section meetings are planned, and all the other pieces are falling into place. Be sure you're there!

I look forward to seeing you at D/FW and wish for you a new year filled with peace and happiness.

David Clinkscale

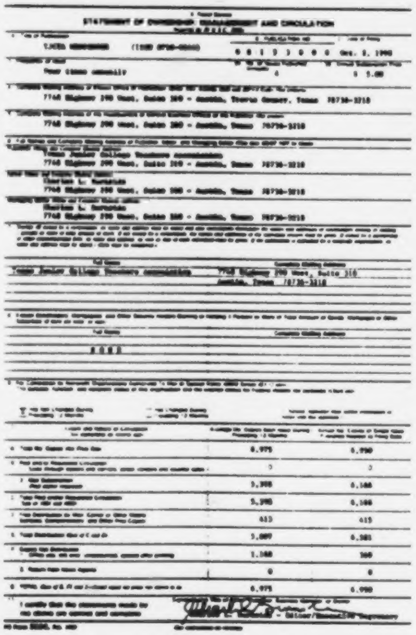
RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1991 convention at the Dallas Fort Worth International Airport.

Suggestions should be received by Feb. 1, 1991, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 21, 1991, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

David J. Ligon, Chairperson
TJCTA Resolutions Committee
Tyler Junior College
P. O. Box 9020
Tyler, Texas 75711



STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

TJCTA
MESSENGER

VOLUME XXII | DECEMBER 1990 | NUMBER 2

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DAVID J. CLINKSCALE
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

BEST COPY AVAILABLE

TJCTA OFFICER CANDIDATES ANNOUNCED FOR 1991-92

FOR PRESIDENT-ELECT

Gaynell S. Gainer
St. Philip's College

Marilyn Lancaster
Western Texas College

FOR VICE PRESIDENT

Brian K. Dille
Odessa College

Joseph Kingcade
Blinn College

FOR SECRETARY

Scott A. Nelson
North Harris County College–Kingwood Campus

Marian Jackson
Kilgore College

FOR TREASURER

David Wilcox
Houston Community College

Patricia Green
Temple Junior College

J. Doug Richey, Northeast Texas Community College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1991-92. The committee met in Dallas on Nov. 10, and selected the slate of candidates. Nominees are listed in order determined by lot.

Candidates for president-elect are Gaynell S. Gainer and Marilyn Lancaster. Mrs. Gainer has been on the faculty of St. Philip's College since 1970, and is presently program director and professor of radiography. Since 1980, Mrs. Lancaster has taught developmental English at Western Texas College.

Nominees for vice president are Brian Dille and Joseph Kingcade. Mr. Dille has been a member of the political science faculty at Odessa College since 1978. Dr. Kingcade has taught chemistry and physics at Blinn College since 1985.

Candidates for secretary are Scott Nelson and Marian Jackson. Dr. Nelson has been on the political science faculty at the Kingwood Campus of the North Harris County College District since 1984. Mrs. Jackson has been on the professional staff of the Kilgore College library since 1982.

Nominees for the office of treasurer are David Wilcox and Patricia Green. Since 1976, Mr. Wilcox has been a member of the history faculty at Houston Community College. Dr. Green has taught in the computer information systems program at Temple Junior College since 1978.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the *Messenger.*

The election will be conducted during the annual convention, Feb. 22. Officers' terms will begin April 1, 1991, and end March 31, 1992. Absentee voting will begin in late January, under arrangements outlined below.

Under provisions of the TJCTA Bylaws, candidates could have been nominated by petitions. According to Dr. Richey, no petitions were filed by the December 1 deadline. Candidates may also be nominated from the floor during the opening session of the TJCTA convention, scheduled to begin at 7:30 p.m., Thursday, February 21.

In addition to Dr. Richey, members of the TJCTA Nominating Committee this year are Marvin J. Longshore, Alvin Community College; Reba D. Blackshear, El Centro College; Roger A. Griffin, Austin Community College; Ronnie E. Hall, Angelina College; Doris Huibregtse, Howard College; and Anne Penney Newton, Temple Junior College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1991-92 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members *"who expect to be absent from the general convention."*

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1991-92.

Member's Signature ____________________

PRINT Name ____________________

College ____________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 11, 1991.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 19, 1991. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

SURVEY OF FACULTY SALARIES — TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES — 1990–91

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

BASE SALARY — NINE - MONTH CONTRACT

COLLEGE DISTRICT	BEGINNING SALARY (First Year of Service — No "Step" Increases)								AFTER FIVE CONSECUTIVE YEARS (Sixth Year of Service)								AFTER TEN CONSECUTIVE YEARS (Eleventh Year of Service)								AFTER FIFTEEN CONSECUTIVE YEARS (Sixteenth Year of Service)								AFTER TWENTY CONSECUTIVE YEARS (Twenty-first Year of Service)							
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 37)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 44)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 49)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 49)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 28)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 33)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 37)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 37)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 25)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 30)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 35)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 35)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 25)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Degree)	Rank (1 to 30)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	Rank (1 to 35)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 35)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 24)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 29)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	Rank (1 to 34)	DOCTORATE (No Credit Hours Earned
Alamo Community College District	$ 23,546	13	$ 23,546	15	$ 25,381	15	$ 30,123	9	$ 25,649*	9	$ 25,649*	11	$ 27,749*	11	$ 32,629*	9	$ 27,733*	7	$ 27,733*	11	$ 30,092*	10	$ 35,116*	9	$ 29,818*	7	$ 29,818*	10	$ 34,454*	10	$ 37,602*	12	$ 31,929*	7	$ 31,929*	8	$ 36,914*	7	$ 40,1
Alvin Community College	24,047	12	21,607	28	24,047	27	28,238	26	27,876	2	25,049	14	27,876	10	32,736	8	32,315	1	29,038	3	32,315	3	37,950	1	34,978	1	31,431	5	36,906	3	41,078	1	35,978	2	32,431	7	37,906	5	42,0
Amarillo College	—		21,320	31	23,120	38	27,850	32	—		23,945*	25	25,745*	28	30,475*	26	—		25,836*	23	28,108*	25	33,100*	22	—		26,204*	22	31,170*	29	35,725*	22	—		26,204*	22	31,354*	27	38,3
American Educational Complex	20,000	34	22,000	24	24,000	28	28,000	30	22,000	26	24,500	19	27,000	17	32,000	12	24,000	23	27,000	15	30,000	12	36,000	7	26,000	19	29,500	12	34,750	8	40,000	4	26,800	16	30,500	11	36,050	12	41,6
Angelina College			—		25,344	16	29,292	12	—		—		27,924	9	31,872	13	—		—		30,504	7	34,452	13	—		—		33,252	14	37,032	15	—		—		33,252	21	39,61
Austin Community College	24,373	7	24,373	8	24,373	24	25,948	41	24,373	16	25,007	15	25,007	33	28,288	35	26,275	17	28,177	8	28,177	24	34,017	14	29,445	9	32,004	3	33,053	17	37,187	14	32,615	6	35,174	2	36,223	11	40,3
Bee County College	17,364	37	19,631	42	23,840	29	29,053	13	19,583	28	21,850	31	26,060	23	31,273	16	21,754	24	24,021	27	28,295	22	33,508	17	23,923	24	26,190	23	32,271	21	35,742	21	26,093	19	28,361	18	34,507	18	37,9
Blinn College	—		19,000	43	25,500	13	29,500	11	—		20,250	32	26,750	19	30,750	21	—		21,500	29	28,000	26	32,000	29	—		22,750	29	31,250	26	33,250	31	—		24,000	26	32,500	24	34,
Brazosport College	20,250	32	20,250	40	20,250	48	20,250	49	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Cisco Junior College	—		21,202	32	21,841	44	25,036	43	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Clarendon College	—		22,400	22	26,400	6	28,400	25	—		23,400	28	27,400	13	29,400	30	—		24,400	26	28,400	19	30,400	33	—		24,400	27	30,400	31	31,400	33	—		24,400	26	30,400	31	31,
College of the Mainland	—		—		23,136	36	27,086	40	—		—		25,544	31	29,905	29	—		—		28,202	23	33,018	25	—		—		33,088	16	36,454	16	—		—		36,328	10	40,2
Collin County Comm. College District	24,200	11	24,200	12	24,200	26	27,104	39	College opened in 1985								College opened in 1985								College opened in 1985								College opened in 1985							
Cooke County College	20,300	31	20,300	39	21,800	45	23,800	47	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Dallas County Comm. College District	—		—		29,000	1	34,040	1	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Del Mar College	24,255	9	24,255	10	25,945	11	30,390	8	26,755*	4	26,755*	3	28,445*	7	32,890*	7	28,755	5	28,755*	5	30,445*	9	34,890*	11	29,505*	8	29,505*	11	31,195*	27	35,640*	23	29,505*	12	29,505*	15	31,195*	29	35,
El Paso Community College	22,832	17	23,429	17	24,868	19	28,643	19	25,271	11	25,932	8	27,524	12	31,701	15	27,970	6	28,700	6	30,461	8	35,088	10	30,957	5	31,765	4	35,391	4	38,836	7	34,262	3	35,157	3	39,170	2	42,
Frank Phillips College	20,100	33	21,100	34	22,600	41	24,600	45	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Galveston College	21,000	28	21,000	36	23,000	39	28,000	30	23,625	23	23,625	27	25,875	26	32,200	11	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Grayson County College	24,432	5	24,432	6	24,932	18	28,624	20	26,585	5	26,585	4	27,085	15	31,141	17	28,792	4	28,792	4	29,292	15	33,929	15	31,415	4	31,415	6	34,523	9	37,635	11	33,398	4	33,398	4	36,933	6	40,
Hill College	22,120	20	22,120	23	23,254	35	27,792	35	24,956	12	24,956	16	26,090	22	30,627	23	—		—		28,926	18	33,463	18	—		—		31,195	27	36,299	18	—		—		31,195	28	38,5
Houston Community College System	21,024	27	21,024	35	22,356	42	24,651	44	24,129	19	24,129	23	25,776	27	29,016	33	27,234	8	27,234	12	29,196	16	33,381	19	30,339	6	30,339	9	34,326	11	37,746	10	—		—		—		—
Howard College	21,933	22	21,933	25	23,722	31	28,492	24	24,253	17	24,253	21	26,042	24	30,812	20	26,573	13	26,573	19	28,362	20	33,132	21	26,573	18	26,573	21	32,272	20	35,452	25	26,573	18	26,573	21	32,736	23	37,7
Kilgore College	21,845	23	23,568	14	24,719	22	28,167	27	24,135	18	25,858	10	27,009	16	30,457	27	26,425	15	28,148	9	29,299	14	32,747	28	28,715	12	30,438	8	32,739	18	35,037	27	31,005	9	32,728	6	35,029	13	37,
Laredo Junior College	21,750	25	21,850	26	23,650	32	27,850	32	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Lee College	25,760	2	25,760	2	27,127	3	31,258	5	28,773	1	28,773	1	29,869	2	34,000	3	31,515	2	31,515	1	32,743	2	36,874	4	34,588	2	34,588	1	37,069	2	39,948	5	37,798	1	37,798	1	40,419	1	43,
McLennan Community College	22,991	14	22,991	18	26,038	9	31,572	3	26,021	7	26,021	7	29,068	6	34,602	2	26,627	12	26,627	17	29,674	13	37,632	2	26,627	17	26,627	20	34,940	7	40,662	2	26,627	17	26,627	20	34,940	14	42,
Midland College	—		—		27,105	4	30,450	6	—		—		29,355	4	33,450	5	—		—		31,605	6	36,450	6	—		—		35,024	6	39,450	6	—		—		36,824	8	41,
Navarro College	17,527	36	19,774	41	24,268	25	27,413	37	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
North Harris County College District	—		—		26,546	5	30,446	7	—		—		29,921	1	33,821	4			—		33,296	1	37,196	3	—		—		38,471	1	40,571	3	—		—		39,146	3	41,
Northeast Texas Community College	24,277	8	24,277	9	25,682	12	29,620	10	26,527	6	26,527	5	27,932	8	31,870	14	College opened in 1985								College opened in 1985								College opened in 1985							
Odessa College	25,211	3	25,211	3	25,211	17	28,711	17	27,379	3	27,379	2	27,379	14	30,913	18	30,056	3	30,056	2	30,056	11	33,698	16	32,306	3	32,306	2	33,484	13	36,375	17	32,841	5	32,841	5	34,555	16	38,
Panola College	22,600	18	22,600	21	23,300	34	28,500§	22	24,850	13	24,850	17	25,550	30	30,750§	21	27,100	10	27,100	14	27,800	27	33,000§	26	29,350	10	29,350	13	32,300§	19	35,250§	26	29,850	10	29,850	12	34,550§	17	37,
Paris Junior College	—		20,323	38	21,947	43	24,120	46	—		22,803	29	24,427	34	26,600	36	—		25,898	22	27,522	28	29,694	34	—		25,898	24	29,255	34	30,463	34	—		25,898	23	29,255	34	32,
Ranger Junior College	18,599	35	18,609	44	20,238	49	23,522	48	19,958	27	19,934	33	22,295	37	25,662	37	21,317	25	21,261	30	24,353	35	27,801	35	22,676	25	22,587	30	28,293	35	29,940	35	24,035	24	23,914	28	30,394	32	32,
San Jacinto Junior College District	24,522	4	24,522	5	24,747	21	27,747	36	25,872	8	25,872	9	26,097	21	29,097	32	27,222	9	27,222	13	27,447	29	30,717	32	28,572	13	28,572	16	29,397	33	31,797	32	28,572	13	28,572	16	29,397	33	31,
South Plains College	24,400	6	24,400	7	26,208	8	28,790	16	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Southwest Texas Junior College	24,205	10	24,205	11	26,215	7	28,945	15	25,330	10	25,330	13	29,260	5	32,365	10	25,330	29	25,330	24	32,305◊	4	35,785◊	8	25,330	21	25,330	25	35,325◊	5	38,530◊	8	25,330	21	25,330	24	38,440◊	4	41,
Tarrant County Junior College District	26,000	1	26,000	1	26,000	10	29,000	14	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Temple Junior College	22,948	15	22,948	19	24,760	20	33,785	2	24,448	15	24,448	20	26,260	20	35,285	1	24,448	22	24,448	25	26,260	33	36,785	5	24,448	23	24,448	26	30,468	30	38,285	9	24,448	23	24,448	25	30,468	30	39,
Texarkana College	21,980	21	23,454	16	24,715	23	28,503	21	24,086	20	25,553	12	26,817	18	30,603	24	26,396	10	27,869	10	29,134	17	32,918	27	27,659	15	29,134	14	31,553	24	34,181	28	27,659	14	29,763	13	32,813	22	35,
Texas Southmost College	—		21,202	32	23,839	30	31,372	4	—		22,241	30	25,563	29	32,931	6	—		23,193	28	25,563	34	34,487	12	—		23,193	28	33,136	15	36,044	19	—		23,193	29	34,696	15	37,
Trinity Valley Community College	22,928	16	22,928	20	23,485	33	28,498	23	24,598	14	24,598	18	25,155	32	30,168	28	26,268	18	26,268	21	26,825	31	31,838	30	27,938	14	27,938	18	30,166	32	33,508	29	29,608	11	29,608	14	31,836	26	35,
Tyler Junior College	21,000	28	21,000	36	21,000	47	25,800	42	23,760	22	23,760	26	23,760	36	29,191	31	26,883	11	26,883	16	26,883	30	33,028	24	26,883	16	26,883	19	31,933	23	37,368	13	26,883	15	26,883	19	31,933	25	42,
Vernon Regional Junior College	20,762	30	21,652	27	23,135	37	27,168	38	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
The Victoria College	21,836	24	24,566	4	27,295	2	28,660	18	23,524	24	26,464	6	29,404	3	30,875	19	25,342	19	28,509	7	31,677	5	33,261	20	25,342	20	30,713	7	34,125	12	35,831	20	25,342	20	30,713	10	36,762	9	38,
Weatherford College	22,365	19	23,703	13	25,404	14	28,078	28	22,851‡	25	24,189‡	22	25,890‡	25	28,564‡	34	24,797‡	21	26,620‡	18	28,321‡	21	30,996‡	31	24,797‡	22	28,564‡	17	31,968‡	22	33,427‡	30	24,797‡	22	28,564‡	17	34,399‡	19	35,
Western Texas College	—		21,604	29	22,801	40	27,831	34	Salary increases are not automatic								Salary increases are not automatic								Salary increases are not automatic								Salary increases are not automatic							
Wharton County Junior College	21,550	26	21,550	30	21,550	46	28,050	29	24,050†	21	24,050†	24	24,050†	35	30,550†	25	26,550†	14	26,550†	20	26,550†	32	33,050†	23	29,050†	11	29,050†	15	31,550†	25	35,550†	24	31,550†	8	31,550†	9	34,050†	20	38,
AVERAGE SALARY	*$ 22,347*		*$ 22,450*		*$ 24,284*		*$ 28,138*		*$ 24,686*		*$ 24,683*		*$ 26,728*		*$ 31,067*		*$ 26,707*		*$ 26,709*		*$ 29,031*		*$ 33,754*		*$ 28,289*		*$ 28,250*		*$ 32,877*		*$ 36,266*		*$ 29,312*		*$ 29,169*		*$ 34,311*		*$ 38,*
MEDIAN SALARY	*$ 22,365*		*$ 22,260*		*$ 24,268*		*$ 28,400*		*$ 24,523*		*$ 24,850*		*$ 26,750*		*$ 30,875*		*$ 26,573*		*$ 26,942*		*$ 28,926*		*$ 33,463*		*$ 28,572*		*$ 28,811*		*$ 32,739*		*$ 36,299*		*$ 29,039*		*$ 29,505*		*$ 34,529*		*$ 38,*

NOTES: * Reported salaries do not include compensation for advancement in academic ranking: Alamo Community College District ($506 for Assistant Professor, $1,011 for Associate Professor, and $1,518 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,700 for Assistant Professor, $4,000 for Associate Professor, and $8,000 for Professor).

§ Panola College: Assumes graduate hours above Master's degree were earned since June 1, 1986.

◊ Southwest Texas Junior College: Assumes six graduate credit hours earned during past five years.

‡ Weatherford College: Reported salaries based on across-the-board increases each of past four years; no "step" advancement during that period.

† Wharton County Junior College: Reported salaries do not include cost-of-living increases which were granted but not made a part of the salary schedule.

BEST COPY AVAILABLE

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 44th annual TJCTA convention will be a banquet meeting open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 21, the event will be held in the Enterprise Ballroom of the convention headquarters hotel, the Hyatt Regency, Dallas/Fort Worth International Airport.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

Featured speaker for the convention's opening session will be Robert F. Overmyer, a retired officer in the U.S. Marine Corps and a former American astronaut, test pilot, engineer, and space consultant.

Colonel Robert F. Overmyer

Col. Overmyer will speak on the topic "Teamwork—Important in the Space Program, Important in Education." He cites teamwork, effective communication, and an emphasis on excellence as the factors through which America gained its leadership in space.

An advisor on aerospace and aviation matters to NBC, Col. Overmyer has been consultant for numerous *NBC News* segments and the *Today Show*. One of the architects of the shuttle flight program, Col. Overmyer has orbited the earth 193 times and completed 290 hours in zero gravity. He has been spaceborne on both the shuttles, *Columbia* and *Challenger*. In April 1985 he was commander of the *Challenger* mission with a crew of scientists conducting experiments and research on several critical projects. He was looking forward to a third shuttle flight when tragedy overtook the *Challenger* mission in 1986. A member of the board of inquiry appointed by the National Aeronautics and Space Administration to investigate the *Challenger* accident, he is candid about what went wrong and in his talks relates the incident to the sort of failures that often afflict institutions and corporations as well.

Col. Overmyer holds a Master of Science degree in aeronautical engineering. He graduated from the famous test pilot school at Edwards Air Force Base under Col. Chuck Yeager in 1966. He retired from NASA and the Marine Corps in 1986.

Tickets for the banquet will be sold for $20 and ***must be purchased in advance***. Banquet tickets will *not* be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 15. Tickets will be mailed or may be held at the convention registration desk.

For those unable to attend the banquet but who wish to hear Col. Overmyer's address, limited seating will be available in the Hyatt Regency's Enterprise Ballroom at 8:00 p.m.

REQUEST FOR BANQUET TICKETS

Please send __________ ticket(s) at $20 each for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 21, 1991, at the Hyatt Regency hotel, Dallas/Fort Worth International Airport.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 19, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets *are* transferrable.)

Hold ticket(s) to be picked up at the convention registration desk under my name.

Mail ticket(s) to me at the address shown below.

Name ____________________

Address ____________________

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 15 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

CHANGES IN BASE SALARIES — 1986-1991
TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES*

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

BASE SALARY—SIXTH CONSECUTIVE YEAR OF SERVICE
(Master's Degree; no credit earned toward higher degree)

	Base Salary 1986-87	*Base Salary 1987-88*	*Base Salary 1988-89*	*Base Salary 1989-90*	*Percent Increase 1989-90 over 1988-89*	*Base Salary 1990-91*	*Percent Increase 1990-91 over 1989-90*	*Percent Increase 1990-91 over 1986-87*
Alamo Community College Dist.	$23,723[1]	$24,211[1]	$25,156[1]	$27,155[1]	7.95%	$27,749[1]	2.19%	16.97%
Alvin Community College	24,067	24,789	25,284	26,550	5.01%	27,876	5.00%	15.83%
Amarillo College	23,697[1]	23,697[1]	24,403[1]	25,745[1]	5.50%	25,745[1]	—	8.64%
Angelina College	22,956	24,156	25,380	27,924	10.02%	27,924	—	21.65%
Austin Community College	20,587	21,620	22,227	23,613	6.24%	25,007	5.90%	17.62%
Bee County College	23,357	24,131	24,449	25,488	4.25%	26,060	2.24%	11.57%
Blinn College	25,250	25,750	25,750	26,750	3.88%	26,750	—	5.94%
Clarendon College	23,500	24,700	25,400	27,400	7.87%	27,400	—	16.60%
College of the Mainland	22,992	24,249	24,734	25,544	3.27%	25,544	—	11.10%
Del Mar College	26,460[1]	26,550[1]	27,200[1]	28,445[1]	4.58%	28,445[1]	—	7.50%
El Paso Community College	23,117	25,198	26,457	27,251	3.00%	27,524	1.00%	19.06%
Grayson County College	23,221	23,444	24,860	26,324	5.89%	27,085	2.89%	16.64%
Hill College	22,036	24,241	25,453	26,090	2.50%	26,090	—	18.40%
Houston Community College	22,140	24,039	24,039	25,776	7.23%	25,776	—	16.42%
Howard College	22,103	22,822	23,782	25,243	6.14%	26,042	3.17%	17.82%
Kilgore College	25,161	25,823	26,158	27,009	3.25%	27,009	—	7.34%
Lee College	26,824	26,824	28,165	29,573	5.00%	29,869	1.00%	11.35%
McLennan Community College	25,450	26,376	27,052	28,195	4.23%	29,068	3.10%	14.22%
Midland College	26,508	26,508	27,128	28,865	6.40%	29,355	1.70%	10.74%
North Harris County College	27,041	27,690	28,290	29,046	2.67%	29,921	3.01%	10.65%
Odessa College	24,300	24,800	25,908	26,668	2.93%	27,379	2.67%	12.67%
Panola College	23,550	23,750	24,200	25,550	5.58%	25,550	—	8.49%
Paris Junior College	19,794[2]	21,496[2]	22,356[2]	23,697[2]	6.00%[2]	24,427[2]	3.08%[2]	23.41%[2]
Ranger Junior College	20,124	20,194	20,317	21,220	4.44%	22,295	5.07%	10.79%
Southwest Texas Junior College	25,450	26,750	27,290	28,400	4.07%	29,260	3.03%	14.97%
Temple Junior College	21,470	22,875	23,876	24,999	4.70%	26,260	5.04%	22.31%
Texarkana College	23,273	24,074	24,796	26,036	5.00%	26,817	3.00%	15.23%
Texas Southmost College	21,692	22,137	24,776	24,776	—	25,563	3.18%	17.85%
Trinity Valley Comm. College	22,700	22,700	22,900	23,956	4.61%	25,155	5.00%	10.81%
Tyler Junior College	22,628	22,628	22,628	22,628	—	23,760	5.00%	5.00%
Weatherford College	22,900	23,625	24,365	25,120	3.10%	25,890	3.07%	13.06%
State Average	*$23,428*	*$24,207*	*$24,979*	*$26,225*	*4.99%*	*26,728*	*1.92%*	*14.09%*
State Median	*$23,315*	*$24,156*	*$24,807*	*$26,090*	*5.17%*	*26,750*	*2.53%*	*14.73%*

* Not all districts are included in the table. Reporting procedures make meaningful comparisons impossible for districts not listed.

[1] Reported salaries do not include compensation for advancement in professorial rank: Alamo Community College District ($506 for Assistant Professor, $1,011 for Associate Professor, and $1,518 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,700 for Assistant Professor, $4,000 for Associate Professor, and $8,000 for Professor).

[2] Paris Junior College: Prior to 1987-88, the college paid both the employer's and the employee's share of Social Security contributions. The employee's share was 7.15% of salary prior to 1988, 7.51% beginning in 1988, and 7.65% in January 1990. Beginning in 1987-88, employee's Social Security contribution is withheld from salary.

COMPENSATION FOR PART-TIME INSTRUCTORS TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES

1990-91

(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U. S. History (assuming instructor holds Master s Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

College District	*Compensation for One 3-Hour Course*	*Rank 1-49*	*Additional Pay for Advanced Hours or Degree*	*Additional Pay for Teaching Experience*
Alamo Community College District	$1,292	9	Yes	No
Alvin Community College	1,050	26	Yes	No
Amarillo College	900	40	No	No
American Educational Complex	825	44	Yes	No
Angelina College	1,260	10	No	No
Austin Community College	1,175	17	No	Yes
Bee County College	1,200	11	No	No
Blinn College	1,800	1	Yes	Yes
Brazosport College	1,200	11	No	No
Cisco Junior College	750	46	No	No
Clarendon College	750	46	No	No
College of the Mainland	1,131	19	Yes	Yes
Collin County Community College	1,065	24	No	No
Cooke County College	915	38	No	Yes
Dallas County Comm. College Dist.	1,128	20	No	No
Del Mar College	1,700	2	Yes	No
El Paso Community College	1,527	5	No	No
Frank Phillips College	750	46	No	No
Galveston College	1,050	26	No	No
Grayson County College	1,035	28	No	No
Hill College	850	42	No	No
Houston Community College System	1,080	23	Yes	No
Howard College	828	43	No	No
Kilgore College	1,163	18	Yes	No
Laredo Junior College	1,350	8	No	No
Lee College	1,491	6	No	No
McLennan Community College	1,620	3	Yes	No
Midland College	1,000	30	No	No
Navarro College	1,200	11	No	No
North Harris County College District	1,100	21	Yes	Yes
Northeast Texas Community College	900	40	No	No
Odessa College	990	34	No	No
Panola Junior College	1,000	30	No	No
Paris Junior College	1,000	30	No	No
Ranger Junior College	700	49	No	No
San Jacinto Junior College District	1,058	25	No	No
South Plains College	990	34	No	No
Southwest Texas Junior College	1,100	21	Yes	Yes
Tarrant County Junior College Dist.	968	36	Yes	Yes
Temple Junior College	1,608	4	Yes	No
Texarkana College	1,000	30	No	No
Texas Southmost College	1,192	16	No	No
Trinity Valley Community College	950	37	No	No
Tyler Junior College	1,200	11	No	No
Vernon Regional Junior College	1,005	29	Yes	No
The Victoria College	1,432	7	No	No
Weatherford College	907	39	Yes	No
Western Texas College	800	45	Yes	No
Wharton County Junior College	1,200	11	No	No
Mean Salary	*$1,106*			
Median Salary	*$1,058*			

1991 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1991 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held at the Hyatt Regency Hotel, Dallas/Fort Worth International Airport. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 21, 1991

9:00 a.m. - 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 - 4:00 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	—Informal Reception
7:30 - 9:30 p.m.	—**BANQUET AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 22, 1991

7:30 - 8:45 a.m.	—Financial Planning Seminar. (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	—Convention Registration
8:00 a.m. - 5:00 p.m.	—Exhibits Open
8:00 a.m. - 5:00 p.m.	—Polls Open (Election of Officers)
9:00 - 10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	—**SECOND GENERAL SESSION**
4:15 - 5:45 p.m.	—Retirement Information Seminar
4:15 - 5:45 p.m.	—Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 23, 1991

8:00 - 11:30 a.m.	—Convention Registration
8:00 - 11:30 a.m.	—Exhibits Open
9:00 - 10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	—Section Meetings for Remainings Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon - 3:00 p.m.	—Special Meetings (to be announced)

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 44th annual convention, Feb. 21-23, 1991, at the Hyatt Regency Hotel, Dallas/Fort Worth International Airport, are strongly encouraged to reserve hotel accommodations right away.

A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. As a matter of fact, when this issue of the *Messenger* went to press, more than 600 rooms had been reserved.

With the exception of a few "field trips" for some of the section meetings, all convention activities will be held at the Hyatt Regency.

Hotel accommodations may be reserved by completing the form below and mailing it ***directly*** to the Hyatt Regency at the address indicated on the reservation form. The reservation form **should not** be sent to the TJCTA state office as that will only delay processing. Reservations by telephone are not advised.

Free parking will be provided for those attending the TJCTA convention—both registered hotel guests and individuals driving to the convention sessions and staying elsewhere. As automobiles enter the airport complex, tickets will be received at the toll booths. The tickets may be validated at the hotel front desk on registration or by the hotel bell captain upon presentation of a TJCTA convention registration badge.

AMERICAN AIRLINES OFFERS SPECIAL FARES FOR TJCTA CONVENTION

TJCTA members traveling to the 1991 convention by air may take advantage of special fares arranged with American Airlines. Since the convention headquarters hotel, the Hyatt Regency, is located within the Dallas/Fort Worth International Airport complex, American Airlines is the most convenient carrier offering service between DFW and most Texas cities. Travelers are literally just a short walk from their hotel rooms when their planes arrive at the American Airlines terminal.

With the "meeting saver fare," members may receive as much as a 40 percent discount from regular 7-day advance purchase coach fares. For the 21-day advance purchase discounted fare, the airline offers a 5 percent discount. Tickets may be obtained from American Airlines or from travel agents. Certain restrictions and conditions apply.

Reservations under the special fare must be booked through American's Meeting Services Desk at 1-800-433-1790, and callers must provide the special TJCTA "STAR File Number": S032173. The number of seats on each American Airlines and American Eagle flight is limited, so reservations should be made well in advance of planned travel dates.

The special fares are offered between Feb. 19 and Feb. 25, and are available for round trip travel between Dallas/Fort Worth and any city served by American Airlines or American Eagle.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
44th Annual Convention
Hyatt Regency Hotel — Dallas/Fort Worth International Airport — February 21-23, 1990

HOTEL RESERVATION FORM

MAIL TO: Hyatt Regency Hotel, P. O. Box 619014, DFW Airport, Texas 75261-9014

Please reserve _____ room(s) of the type(s) checked below:

Check accommodations desired:		Rate:
_____	Single Room (1 person)	$ 65
_____	Double Room (2 persons)	$ 70
_____	Triple Room (3 persons)	$ 78
_____	Quad Room (4 persons)	$ 78
_____	Junior Suite (parlor with adjoining bedroom)	$ 105
_____	Club Suite (parlor with adjoining bedroom, concierge level)	$ 165

Arrival Date: Feb. ____, 1991 Arrival Time: *______ ___.m. Departure Date: Feb. ____, 1991

(Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

**Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night's lodging.*

☐ *Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:*

Type ______________ *Number* ______________ *Expiration Date* ______________

IMPORTANT INFORMATION: The Hyatt Regency DFW is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name ______________ Phone: A/C ______-______

Address ______________ City ______________ State ______________ ZIP ______

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NAME *(please print)*	ADDRESS	CITY / STATE / ZIP

TJCTA

Messenger

January 1991 / Convention Issue

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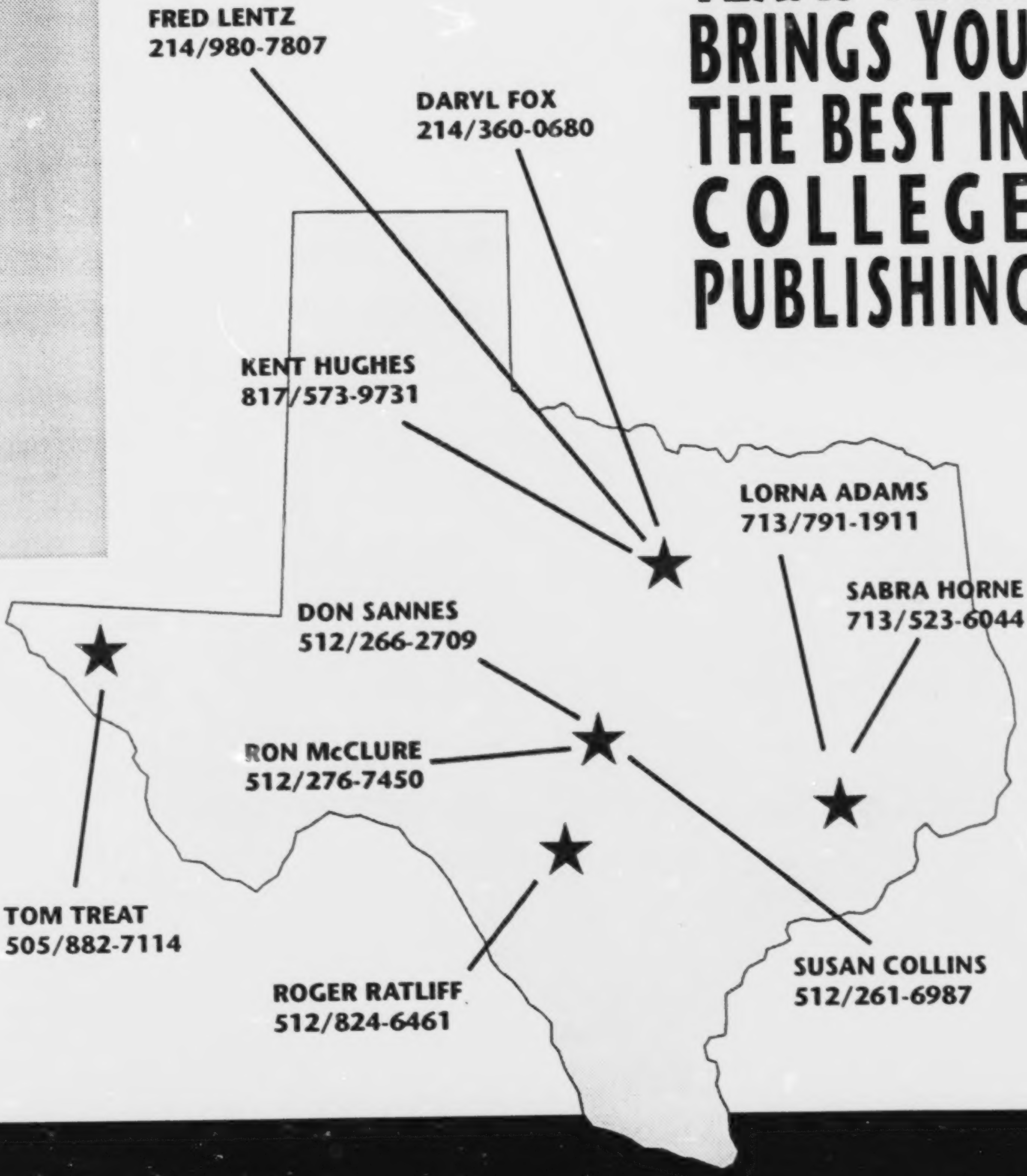
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TJCTA
MESSENGER

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The President's Message

Teamwork. We all know how important a concept this is. In fact, our ability to communicate and work with each other is one of the hallmarks of our humanity. In our home lives we've nurtured and guided the development of this trait in our children as we've seen them come together with their peers on the athletic field or court, in the debate or concert hall and on the stage. In our professional lives we've tried to foster it among our colleagues as we strive together toward common goals and objectives. In the P-TA, the Kiwanis Club, the church choir, and the Little League, we've sought to mold our individual talents into a cohesive, productive, cooperative whole. Sometimes the effort is halting. Oftentimes it is hilarious. Occasionally, and sadly, it can become hateful. But always it is a poignant reminder of our need to be able to interact and cooperate with one another in all the aspects of our lives.

Perhaps the most important aspect of teamwork in our lives as teachers is the teamwork we establish with our students. Put an inspiring teacher and an enthusiastic student together and as you well know you create a team with virtually limitless potential for learning, almost a magical combination. Of course, it's easy to make such a team work. A more challenging, but ultimately more gratifying, team is created by putting that same teacher with an unenthusiastic student. When **that** team finally comes together, it represents one of the true joys of teaching. So let's dare to create new and innovative "teams" in our classrooms. We and our students as well as our society will reap the benefits of such team efforts.

The theme for the 1991 TJCTA convention is "*Education: A Team Effort.*" When we come together February 21-23 at the Dallas/Fort Worth International Airport's Hyatt Regency hotel, we will be able to enjoy a convocation made possible by the unstinting efforts of numerous TJCTA "teams." My colleagues on the Executive Committee have worked tirelessly to help plan, organize and execute our convention. The Professional Development Committee has arranged for a lively and informative seminar on Friday. The Membership Services Committee has once again put together a series of events including a retirement seminar, a financial planning seminar, wellness activities and placement services. The Social Committee has planned a marvelous banquet and a great dance for us. Scores of you have teamed up to plan section meetings which will be innovative and informative. Our general session speakers will inspire us, and over one hundred exhibitors will intrigue us with the latest in books, computers, and educational technology. All in all, it will be a time for us to renew, refresh and reinvigorate ourselves when we come together as that most vital of teams—the Texas Junior College Teachers Association. I'll see you at the Hyatt!

David Clinkscale

Fort Worth, Texas
February 1990

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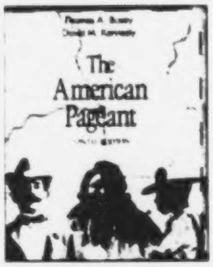

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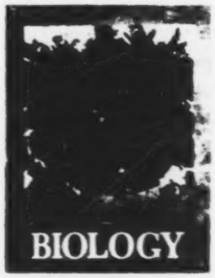

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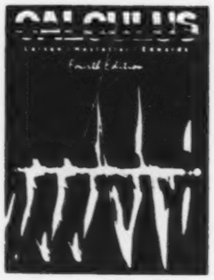

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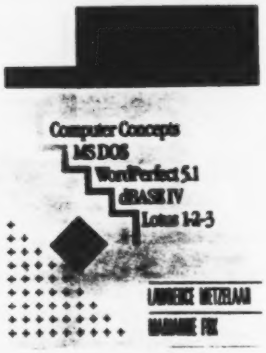
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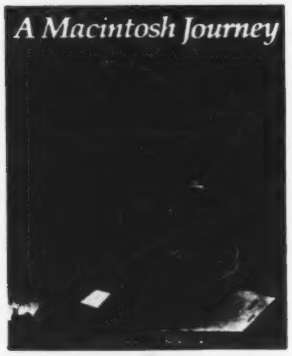
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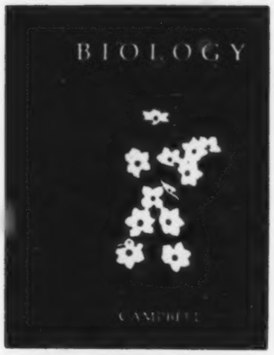
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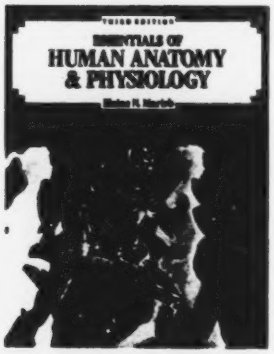
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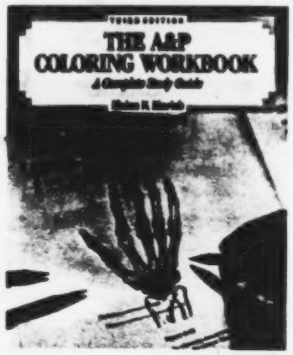
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CANDIDATES FOR STATE OFFICE, 1991-92

Officers of the Texas Junior College Teachers Association for 1991-92 will be elected during the balloting to be conducted at the convention on Friday, Feb. 22, 1991. Voting will be conducted in the election booth, located in the Enterprise Ballroom Foyer of the Hyatt Regency Hotel at the Dallas/Fort Worth International Airport. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 21, at which time floor nominations will be in order.

Only *professional* members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

Gaynell S. Gainer
St. Philip's College

Educational Background: Incarnate Word College (BS, 1962); Southwest Texas State University (MSEd, 1974); additional graduate study: The University of Texas at Austin and Texas A&M University.

Professional Experience: Technical Specialist, Neuroradiology, Wilford Hall, Lackland AFB, Texas (1966-70); Program Director and Professor of Radiography, Diagnostic Imaging, St. Philip's College (1970-present); Part-time Instructor of Allied Health Education, Southwest Texas State University (1973-76).

Leadership Experience: TJCTA Professional Development Committee (Member, 1988-91, TASP Subcommittee, 1989-91); TJCTA Campus Representative (1980-83); Chairperson, TJCTA Membership Committee (1979-80); Workshop Presenter, Business Technology Chairpersons' Section Meeting (1986); TJCTA State Secretary (1976-78); TJCTA State Treasurer (1975-76); Charter Member, St. Philip's College Faculty Senate (1973-82); Past President, SPC Chairman's Assembly (1983); Texas Society of Radiology Technologists (Area Counselor, 1988-91; Past Chair of Educational Alliance 1984; Secretary, 1974); Association of Educators in Radiological Sciences (Director-at-large, 1985-88; Grant Project Director, Recipient, Title III, 1982-86); Project Director/Recipient, Carl Perkins Coordinating Board Grant (1987); Past President, Alamo Area Society of Radiography Technologists (1986-88); SPC District Task Force Committee, Role of Chairman (1984-85); SPC Applied Science and Technology Peer Evaluation Consultant (1975-present); Chairman of Board, Alamo Area Society of Radiography Technologists (1989; 1991); JRCERT Program Site Visitor (1983-present); SPC Professional Development Committee (1987); PEP Practitioner Consultant for American Society of Radiography Technologists (1973-91); Established an Independent Study Lab, St. Philip's College (1984); Panelist for STARLINK Teleconference, Feb. 1991; Faculty Senate Election Committee (1990-91).

Additional Information: Recipient of Outstanding Achievement Award, SPC (1979); SPC Teaching Excellence Award (1988); SPC Piper Professor Nominee (1984-85 and 1989-90); Member of American Society of Radiography Technologists (1971-present); Recipient of Outstanding Zeta Award (1980 and 1986); Chairman of Entrepreneurs Fall Forum, Pan Hellenic Council (1989); Co-Chair M. B. Lowery Scholarship, SPC (1989); Organizer and Co-Sponsor of Radiography Technologists Diagnostic Imaging Club. Co-Organizer of Zeta Fiesta Intracity Track (1984); Past President, Zeta Phi Beta Sorority (1982-84 and 1984-86); Martin Luther King, Jr., Distinguished Achievement Award Nominee (1989); Member: San Antonio Chapter, Delta Kappa Gamma; Black Personnel in Higher Education; National Council of Negro Women; San Antonio Chapter of Jack and Jill of America; Sponsor of Amicettes of Alamo City.

Marilyn J. Lancaster
Western Texas College

Educational Background: Navarro College (AA, 1970); Texas Tech University (BS Ed, 1975; MS Ed, 1977); postgraduate studies at The University of Texas and Texas Tech University.

Professional Experience: Assistant Professor of Developmental English and English, Western Texas College (1980-present).

Leadership Experience: TJCTA State Vice President (1990-91); TJCTA State Secretary (1989-90); TJCTA Professional Development Committee (Member, 1988-89; Chairperson, TASP Subcommittee, 1988-89); Chairperson, TJCTA English Section (1983-84); Western Texas College Literacy Committee (1988-91); WTC Faculty Association Executive Committee (1986-88); Co-Chair, WTC Faculty Committee, SACS Self-Study (1987-88); Member, WTC Athletic Committee (1989-91); Member, WTC Admissions and Registration Committee (1986-88); Member, WTC Lone Star Implementation Committee (1988-89).

Additional Information: 1990 Piper Professor; Grant recipient, National Endowment for the Humanities (1981); WTC Piper Professor Nominee (1982, 1990); nominee for Graduate Writing Award, Texas Tech University, Graduate English Department (1988); Nominee, Texas Association of Developmental Educators Award of Outstanding Developmental Educators (1986); Invited Lectures and Presentations: Southeastern Writing Center Conference (1982, 1983); Conference of College Teachers of English (1982, 1983); SCMLA (1983); Southwest Regional Conference on English in the Two-Year College (1982, 1987-90); Texas Conference for Professionals in College Student Academic Support Programs (1983, 1987, 1989, 1990); Publications: *Proceedings of the Second Annual Southeastern Writing Center Conference* (1982); *English in Texas* (1983); *Midwest Quarterly* (1992); Member, Southwest Regional Conference on English in the Two-Year College; Member, Texas Association of Developmental Educators; Member, Texas Association for Staff, Program, and Organizational Development; Member, College Reading and Learning Association Texas Chapter

PLATFORM STATEMENTS

TJCTA is a professional organization and pro members. Our organization should continue to pursue programs that perpetuate excellence and meet the needs of its constituents, regardless of discipline. Having served in various official capacities, I am confident my active involvement and leadership roles in TJCTA as well as in other professional organizations qualify me to serve as president.

If elected, I will work to:

- ensure through lobbying that adequate funds be maintained for teachers in higher education;
- improve internal TJCTA communications and expand membership involvement;
- appoint a cross-section of members-at-large to address critical issues, in an informal forum.

—GAYNELL S. GAINER

TJCTA stands as a continuing and forceful voice for the interests of teachers in the two-year college. Before the legislature and state governing agencies, TJCTA has effectively defined the singular role of the two-year college in providing quality education to traditional and non-traditional students.

If elected, I will continue to work to:

- communicate the needs of the community junior college to the legislature and appropriate state agencies;
- assure adequate funding for state mandated programs;
- inform community junior college professionals about the role of TJCTA in strengthening our profession;
- represent the interests of the association's membership.

—MARILYN J. LANCASTER

CANDIDATES FOR VICE PRESIDENT

Brian K. Dille
Odessa College

Joseph E. Kingcade, Jr.
Blinn College

Educational Background: Illinois State University (BA, 1971); The University of Texas at Austin (MA, 1977); The University of Texas of the Permian Basin (postgraduate studies, 1980-87); Texas Tech University (doctoral student in Higher Education, 1986-present).

Professional Experience: Teaching Assistant, The University of Texas at Austin (1971-73); Graduate Assistant, The University of Texas at Austin (1974); Part-time Instructor of Government, Austin Community College (1977-78); Associate Professor of Government, Odessa College (1978-present); Political Science Adjunct, The University of Texas of the Permian Basin (1984-present); Research Consultant for "Government By Consensus—A Texas Perspective" Telecourse (1989).

Leadership Experience: TJCTA State Secretary (1990-91); TJCTA State Treasurer (1989-90); TJCTA Legislative Committee (1988-89); TJCTA Campus Representative (1989-present); Participant, TJCTA Leadership Conference (1984-89); Member, Junior and Community College Political Action Committee (JACC-PAC) Steering Committee (1989-present); Honors Section Chair at 1990 TJCTA State Convention; Odessa College Self-Study Committee on Educational Programs and chair of Subcommittee on Curriculum (1989-present); Odessa College Academic Senate (President, 1985-87; Senator, 1983-89; Salary Committee, 1983-86); Odessa College Staff Development Committee (1985-86); Odessa College Honors Program Committee (1988-present).

Additional Information: Odessa College Minnie Piper Nominee (1990-91); OC CAHOOTS Teacher of the Year (1989-90); Member: TJCTA (1978-present); Community College Social Science Association (1986-present); Blanton PTA (1985-present)..

Educational Background: Philadelphia College of Pharmacy and Science (BS, 1972); Texas A&M University (MS, 1978; PhD, 1983); postgraduate studies at the University of Zurich, Switzerland.

Professional Experience: Teaching and research assistant, Texas A&M University (1978-83); Postdoctoral research, Texas A&M University and University of Zurich, Switzerland (1983-85); Chemistry and Physics Instructor, Blinn College (1985-present).

Leadership Experience: TJCTA Section Chairperson, Physics and Engineering (1989-90); Participant, TJCTA Leadership Conference (1986-90); Session Chair, 106th Two-Year College Chemistry Conference (1989); Invited Participant, Topical Conference on Critical Issues in Two-Year College Physics and Astronomy, Washington D. C. (1989); Blinn College Faculty Constitution Committee (1990-present); Chairperson, BC Committee for Academic Enrichment of Minorities in Science (1990-present).

Additional Information: Member: American Association of Physics Teachers, Two-Year College Chemistry Conference, Texas Association of Chicanos in Higher Education; Participant: Regional Symposium for the Encouragement and Support of Women in the Mathematical and Natural Sciences.

PLATFORM STATEMENTS

TJCTA must continue to be a strong effective voice representing community college interests in Texas. TJCTA must send a forceful message to policy makers that community colleges are one of the best investments in the future that Texas can make. If re-elected to the Executive Committee, I will devote the necessary time and energy to help TJCTA meet these challenges:

- **work with the Legislature and other state agencies for sufficient state funding and other benefits;**
- **enhance the faculty's proper role in college governance;**
- **promote the development of local faculty organizations; and**
- **increase the effectiveness of our membership recruiting effort.**

—BRIAN K. DILLE

I have been a member of TJCTA since 1985. I have supported the progressive course this organization has taken in addressing the crucial issues facing education.

The membership knows that funding in this upcoming biennium will be uncertain; the expected shortfall is in the billions of dollars. With reapportionment dominating this legislative session, TJCTA's struggle of keeping two-year college funding a priority will be doubly difficult. Through effective lobbying efforts we must work toward increasing funding to at least the 1985 levels.

I will offer my commitment of time and talents, in this and any other association endeavor.

—JOSEPH E. KINGCADE, JR.

CANDIDATES FOR SECRETARY

Scott A. Nelson
North Harris County College
Kingwood Campus

Marian D. Jackson
Kilgore College

Educational Background: Dimmitt High School (1968); North Texas State University (BS, 1972; MS, 1976); University of Houston (Ph.D., 1987); additional graduate work at The University of Texas at Austin and the University of Virginia.

Professional Experience: History Teacher, San Saba ISD (1973-74); History and Government Teacher, Denton ISD (1974-77); Instructor of Government, Kilgore College (1977-84); Adjunct Instructor, The University of Texas at Tyler (1984); Instructor of Political Science, North Harris County College–Kingwood Campus (1984-present).

Leadership Experience: TJCTA State Treasurer (1990-91); Chairperson, TJCTA Legislative Committee (1988-89, 1989-90); Chairperson, TJCTA Editorial Review Board (1986-87); *TJCTA Messenger* Political Interviews with Lieutenant Governor Bill Hobby, Governor Bill Clements, Comptroller of Public Accounts Bob Bullock (with Larry Shirts and David Clinkscale, 1986-89); North Harris County College Faculty Senate President (1984-85); NHCC Southern Association of Colleges and Schools "Self-Study" Chairperson on Institutional Purpose (1989-90); NHCC College Council (1988-89); NHCC Faculty Senate Rights and Responsibilities Chairperson (1985-present).

Additional Information: Secretary, Junior and Community College Political Action Committee (JACC-PAC); Member, Steering Committee (JACC-PAC); published articles on a variety of topics in the *TJCTA Messenger*, the *Houston Post*, the *Houston Law Review*, the *Texas Observer* and *Texas Monthly*— among others; Grantee, National Endowment for the Humanities Summer Seminar (1981, University of Virginia); Research Consultant, Dallas County Community College District "Texas Government" Telecourses (1989); Delegate to State Democratic Convention (1982, 1988); Woodland Hills Elementary and Kingwood Middle School P-TA.

Educational Background: Tyler Junior College (AA, 1974); East Texas State University (BS, 1976); North Texas State University (MLS, 1980).

Professional Experience: Accounts Payable Supervisor, Office Functions, Inc., Lewisville (1977-78); Librarian, Lewisville ISD (1979-80); Coordinator of Library Services, Lewisville ISD (1980-81); Acquisitions Librarian, Kilgore College (1983-present).

Leadership Experience: Kilgore College SACS Self-Study Steering Committee (1986-88); KC Employee Awards Committee (Member, 1986; Chair, 1987 and 1988); Vice President, KC Employees Association (1990-91); Chair, KC Employees Association Social Events Committee (1990-91); Coordinator, UIL Regional Spelling Contest, Kilgore College (1990-present).

Additional Information: Member (TJCTA, 1983-present; Texas Library Association, 1984-present; American Library Association, 1984-present); Tyler Junior College Alumni Association "Outstanding Student 1973-74" award (1984-85).

PLATFORM STATEMENTS

My chief asset is experience:

- **as TJCTA Treasurer, during a time of impressive growth in members and revenues;**
- **as Chairperson of the Legislative Committee (two terms), gaining a keen familiarity with the political issues that affect our interests;**
- **as Chairperson of the Editorial Review Board;**
- **as co-interviewer for the *Messenger* interviews with Bill Clements, Bob Bullock, and Bill Hobby;**
- **as an eighteen-year veteran of the classroom, fourteen in Texas community colleges—and TJCTA;**
- **as a campus leader with a tenacious belief in what community colleges do and the right of educators to be heard and treated as professionals.**

—SCOTT A. NELSON

Shining knights and ivory towers do not fit into the picture of today's academic world. One must become involved in resolving those issues facing our community junior colleges. TJCTA is the most effective and influential way in which one can actively work toward the future.

Although a newcomer to TJCTA, I bring fresh enthusiasm and dedication to the struggle facing us. If elected, I will work to:

- **enhance the concept of adequate state funding for state-mandated programs;**
- **support the continued integrity and actuarial soundness of TRS/ORP;**
- **formulate successful public awareness programs demonstrating the crucial role of community junior colleges.**

—MARIAN D. JACKSON

PLATFORM STATEMENTS

TJCTA is our finest faculty support organization. I want to help continue its successful traditions, using my experience, resources and abilities to:

- **press for more comparative reports (i.e. sabbatical leave, drug abuse and communicable disease policies);**
- **work for greater state-wide parity in terms of salary and other benefits;**

Additionally, we must continue to:

- **lobby strongly the Legislature for our equitable share of higher education funds;**
- **advocate collegial governance models which grant faculty a greater voice in the decision-making process;**
- **offer assistance in grievance matters, academic defense issues, while safeguarding our academic freedoms.**

I respectfully ask for your support.

—DAVID M. WILCOX

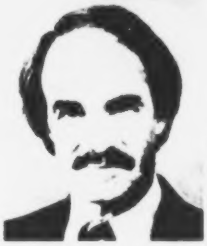
Texas Junior College Teachers Association is a vital and powerful force in Texas to promote quality higher education throughout the state. It is the one organization that effectively represents community colleges in Texas. Through TJCTA we find our strength in numbers. I am totally committed to the goals and objectives of this organization.

As your TJCTA Treasurer, I will:

- **represent TJCTA and community colleges to the best of my ability;**
- **preserve our commitment to professional standards;**
- **work with the Legislature and other state agencies on behalf of community college interests;**
- **ensure continued financial soundness of TJCTA.**

—PATRICIA A. GREEN

CANDIDATES FOR TREASURER



David M. Wilcox
Houston Community College

Educational Background: Iowa State University (BS, 1970; MA, 1973); Rice University (doctoral studies, 1973-75); University of Houston (post-graduate studies, 1978).

Professional Experience: Teaching Assistant, Iowa State University (1970-72); Copy Editor, *Journal of Southern History* (1973); Teaching Assistant, Rice University (1974); Houston Community College (Adjunct Instructor of History, 1975-76; Instructor, History Department, 1976-present).

Leadership Experience: Participant, TJCTA Leadership Conference (1984-90); Houston Community College Faculty Association Council (President, 1990-91; President-Elect, 1989-90; Vice President, 1988-89); HCC Faculty Senate (Past President, 1987-88; President, 1986-87; President-Elect, 1985-86; Treasurer, 1984-85); Presently a member of over twenty HCC College-wide Committees.

Additional Information: Member, TJCTA (1977-present); Member, Organization of American Historians; Participant, Great Teachers Seminar (1990); Bedichek Award for Outstanding College Service (1985).

Patricia A. Green
Temple Junior College

Educational Background: Temple Junior College (AA, 1970); University of Mary Hardin-Baylor (BAS, 1978); Southwest Texas State University (MPA, 1981); University of North Texas (Ph.D., 1987); postgraduate studies at Central State University, Oklahoma.

Professional Experience: Instructor of Computer Information Systems, Temple Junior College (1978-present); Department Chairperson, Computer Information Systems, Temple Junior College (1988-present).

Leadership Experience: Co-Chairperson TJCTA Chairpersons, Directors, Deans of Departments and Divisions of Business, Computer Information Systems, Office Occupations, and Related Fields Section (1990-91); Chairperson, TJCTA Data Processing Section (1981-82, 1986-87); Temple Junior College Faculty Council (President, 1984-85, 1990-91; Professional Consultation Committee, 1984-85, 1986-87, 1989-91; Secretary/Treasurer, 1986-87, 1989-90; Vice President, 1989); TJC Administrative Council (1984-85, 1990-91); Board of Directors for Association of Computer Educators in Texas (1990-92); TJC Campus Computer Committee (1989-present); TJC Department Chairperson's Study Committee (1989-90); TJC Faculty Evaluation Committee (1989-90); TJC Instructional Council (1988-89); TJC College Purpose Statement Committee (1988-89); TJC Self-Study Administrative Processes Committee (1988-89); TJC Intellectual Property Committee (1988); TJC College Program Committee (1987-present); TJC Commencement Planning Committee (1983-present).

Additional Information: Member, TJCTA (1978-present); TJC Faculty Council (1978-present); TJC In-Service Workshops Leader (1983, 1984, 1986); Member of national organization, Association of Computer Educators (1984-present); Member, Texas Association of Computer Educators in Texas (1982-present); TJC Speakers Bureau (1982-present); Member, Data Processing Management Association (1979-present).

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1991-92 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1991-92.

Member's Signature ______________________________

PRINT Name ______________________________

College ______________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Or form may be sent by fax to Area Code 512, 288-5725. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 13, 1991.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 19, 1991. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

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Mathematics

Developmental Math

Basic Mathematics, 6e

Introductory Algebra, 6e

Intermediate Algebra, 6e
All by Mervin L. Keedy and Marvin L. Bittinger

Elementary Algebra

Intermediate Algebra
Both by Mark Dugopolski

Concepts and Applications of Intermediate Algebra, 2e
Marvin L. Bittinger, Mervin L. Keedy, David Ellenbogen

Precalculus

Precalculus: Functions and Graphs
Robert Marshall

Mathematics for Elementary School Teachers: A Problem Solving Approach
Joseph Newmark

Calculus

Calculus
Ross L. Finney and George B. Thomas

Calculus: A Complete Course
Robert Adams

Graphing Calculator Laboratory Manual for Calculus
Charlene E. Beckmann and Ted Sundstrom

Statistics

Introductory Statistics, 3e
Neil A. Weiss and Matthew J. Hassett

Statistical Methods for Business and Economics, 4e
Donald Harnett and Ashok Soni

Upper Level Math

Discrete Algorithmic Mathematics
Stephen B. Maurer and Anthony Ralston

Differential Equations: A Modeling Approach
Frank R. Giordano and Maurice Weir

Physics

College Physics, 7e
Francis W. Sears, Mark W. Zemansky, and Hugh D. Young

Physics, 5e
Arthur Beiser

Contemporary College Physics
Edwin R. Jones and Richard L. Childers

Spreadsheet Physics
Charles W. Misner and Patrick J. Cooney

The Student Edition of Lotus® 1-2-3®, Release 2.2 for physicists
Lotus Development Corporation, Timothy O'Leary and Linda O'Leary

Educational Software

The Student Edition of dBASE IV™, Version 1.1
Ashton-Tate Corporation and Jim Senn

The Student Edition of AutoSketch®, Version 3
Autodesk, Inc. and Frank Conner

The Student Edition of Framework II™
Ashton-Tate Corporation and Don Beil

The Student Edition of Aldus PageMaker 4.0® (for the Macintosh)
Aldus Corporation and Isaac Victor Kerlow

The Student Edition of NewViews®
Q.W. Page Associates, Inc.

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Manusoft Corp. and Ron Brunk

Computer Science

Approaching Macintosh: A Guide to Learning Macintosh Software, 2e
Michael Tchao, William Berner, Craig Elliot, and Albert Chu

Computing Fundamentals: Concepts, 3e
William S. Davis

Computing Fundamentals: WordPerfect 5.0/5.1
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Donald Byrkett

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Craig A. Wood

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Michael Gorman and Gary Haggard

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Michael Trombetta

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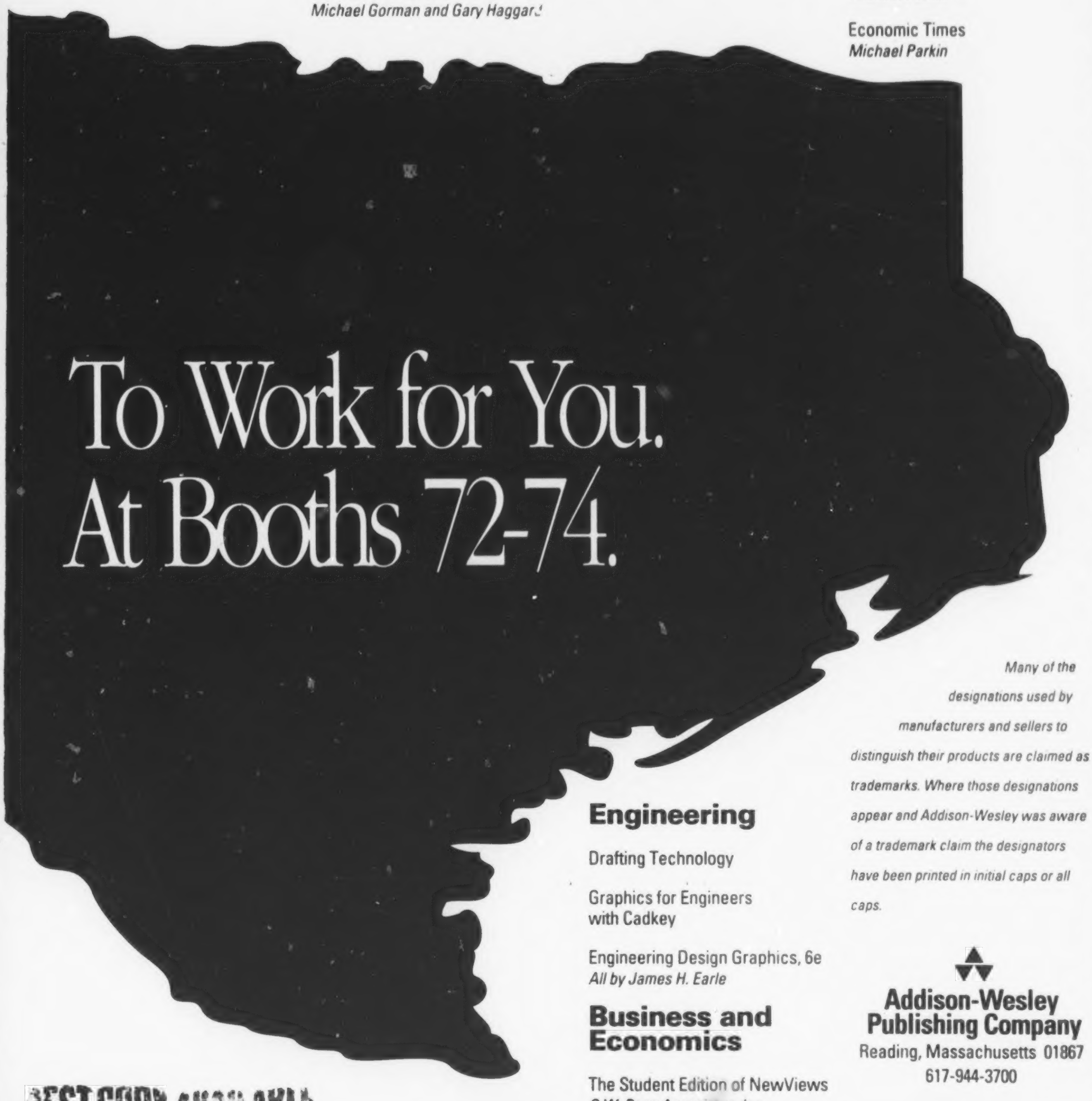

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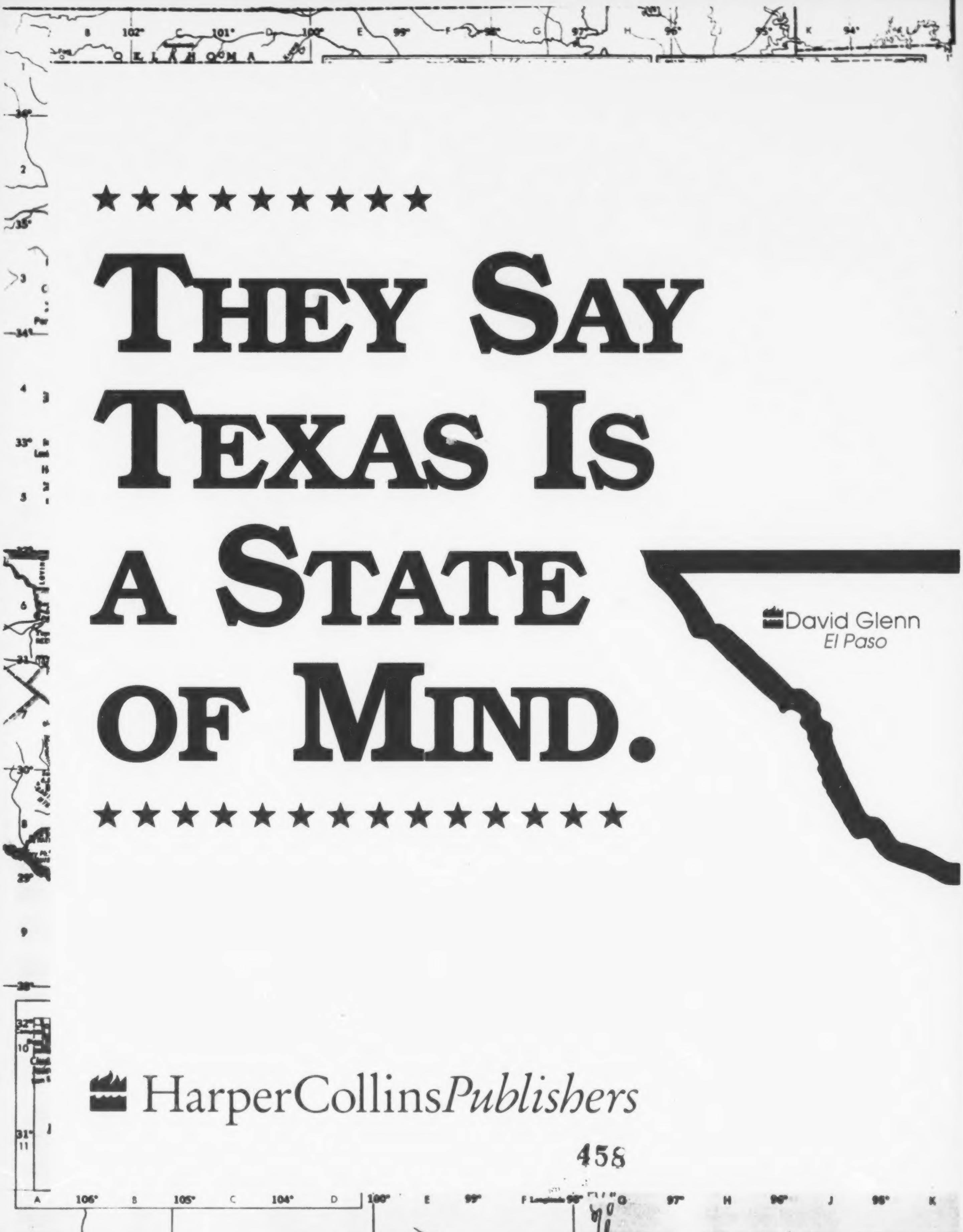
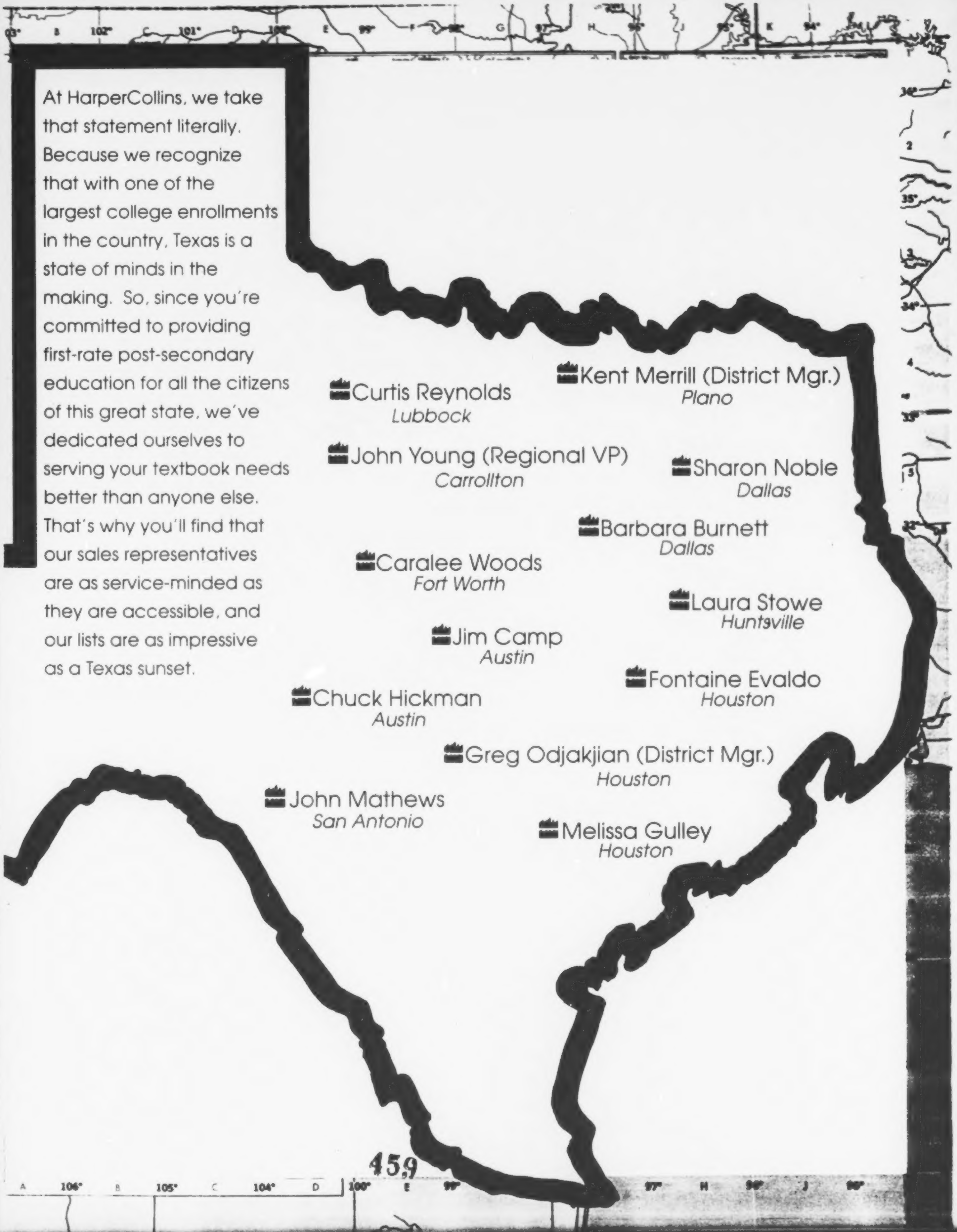

THEY SAY TEXAS IS A STATE OF MIND.
David Glenn
El Paso
HarperCollinsPublishers



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CONVENTION GENERAL SESSION SPEAKERS

FORMER MARINE ASTRONAUT TO ADDRESS OPENING SESSION

Colonel Robert F. Overmyer

The opening session of the 44th annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 21, the event will be held in the Enterprise Ballroom of the Hyatt Regency Hotel, Dallas/Fort Worth International Airport.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the Association.

Featured speaker for the convention's opening session will be Robert F. Overmyer, a retired officer in the U.S. Marine Corps and a former American astronaut, test pilot, engineer, and space consultant. Col. Overmyer will speak on the topic "Teamwork—Important in the Space Program, Important in Education." He cites teamwork, effective communication, and an emphasis on excellence as the factors through which America gained its leadership in space. An advisor on aerospace and aviation matters to NBC, Col. Overmyer has been consultant for numerous *NBC News* segments and the *Today Show*. One of the architects of the shuttle flight program, Col. Overmyer has orbited the earth 193 times and completed 290 hours in zero gravity. He has been spaceborne on both the shuttles, *Columbia* and *Challenger*. In April 1985 he was commander of the *Challenger* mission with a crew of scientists conducting experiments and research on several critical projects. He was looking forward to a third shuttle flight when tragedy overtook the *Challenger* mission in 1986. A member of the board of inquiry appointed by the National Aeronautics and Space Administration to investigate the *Challenger* accident, he is candid about what went wrong and in his talks relates the incident to the sort of failures that often afflict institutions and corporations as well. Col. Overmyer holds a Master of Science degree in aeronautical engineering. He graduated from the famous test pilot school at Edwards Air Force Base under Col. Chuck Yeager in 1966. He retired from NASA and the Marine Corps in 1986.

Tickets for the banquet will be sold for $20 and ***must be purchased in advance***. Banquet tickets will *not* be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 15. Tickets will be mailed or may be held at the convention registration desk.

For those unable to attend the banquet but who wish to hear Col. Overmyer's address, limited seating will be available in the Hyatt Regency's Enterprise Ballroom at 8:00 p.m.

REQUEST FOR BANQUET TICKETS

Please send __________ ticket(s) at $20 each for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 21, 1991, at the Hyatt Regency hotel, Dallas/Fort Worth International Airport.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 19, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets *are* transferrable.)

☐ Hold ticket(s) to be picked up at the convention registration desk under my name.

☐ Mail ticket(s) to me at the address shown below.

Name ______________________________

Address ______________________________

____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 15 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

REP. WILHELMINA DELCO TO ADDRESS FRIDAY GENERAL SESSION

Rep. Wilhelmina Delco

Speaker for the Friday afternoon general session will be State Rep. Wilhelmina Delco (D-Austin), who was named Speaker *pro Tempore* of the Texas House of Representatives at the beginning of the 1991 legislative session. Mrs. Delco is presently serving her ninth consecutive term in the Legislature. She was originally elected in 1974 and has been re-elected ever since with little or no opposition.

For six terms (from 1979 to 1991), she chaired the House Committee on Higher Education. In that powerful post, Mrs. Delco has exercised unprecedented influence over the state's farflung system of higher education. "During the past decade, not one bill or resolution affecting the governing board, administration, faculty, or students of a Texas college or university has been enacted without being studied—and usually artfully re-written—under Mrs. Delco's watchful eye," said TJCTA State President David Clinkscale. "She has demonstrated time and time again her complete grasp of the role and mission of our state's community, junior, and technical colleges; and she has been their most ardent supporter and their most candid counselor," Mr. Clinkscale said. He expressed pleasure with her appointment to the "No. 2" position of leadership in the Texas House of Representatives—and with the fact that she will continue as a member of the House higher education panel during the current legislative session.

A graduate of Chicago's Wendell Phillips High School (where she was president of the student body and a member of the National Honor Society), Mrs. Delco earned the Bachelor of Arts degree in sociology from Fisk University in Nashville.

Prior to her election to the Legislature, she served six years on the Board of Trustees for the Austin Independent School District and was a member of the original governing board of Austin Community College. It was in the latter capacity that Mrs. Delco gained first-hand and in-depth knowledge about the role and mission of the state's two-year colleges.

In addition to her legislative and school service, Mrs. Delco has been active in a long list of varied civic, religious, and political causes. Included in those causes are the parent-teacher organizations for each of the schools attended by her children as they were growing up in Austin. She is a life member of the Texas Congress of Parents and Teachers. She is an active member of the Holy Cross Catholic Church. Mrs. Delco has worked with the Girl Scouts of America and was a member of the Board of Directors for the National Girl Scout Council. She recently served on the Commission on the Future of Community Colleges of the American Association of Community and Junior Colleges.

Among many honors and awards conferred upon Mrs. Delco are recognition as Austin's "Outstanding Woman" by the *Austin American-Statesman*; listing in the Texas Women's Hall of Fame; "Outstanding Citizen" award from the Austin Counseling and Pastoral Care Center; "Austinite of the Year" award of the Austin Chamber of Commerce; outstanding alumni recognition by Fisk University; and listing in *Who's Who in American Politics*.

Mrs. Delco has received honorary doctoral degrees from Southwestern University, in Georgetown; from St. Edwards University and Huston-Tillotson College, in Austin; Wiley College, in Marshall; and Lee College, in Baytown.

Mrs. Delco's address will be delivered at the convention's second general session, scheduled to begin at 2:00 p.m., Friday, Feb. 22, in the Enterprise Ballroom of the Hyatt Regency DFW.

"TRICKS OF THE TRADE" IS TOPIC FOR PROFESSIONAL DEVELOPMENT SEMINAR

"Tricks of the Trade: Success Strategies in Teaching" will be the topic for discussion at the professional development seminar during the annual TJCTA convention. The seminar will be offered at 7:30 a.m., Friday, Feb. 22, in Sector 4 of the Enterprise Ballroom at the convention hotel, the Hyatt Regency DFW; and the presentation will be repeated in the same room at 12:30 p.m., the same day.

Mary Tyler

Featured speaker will be Mary Tyler, professor of education at East Texas State University at Texarkana. Dr. Tyler is a popular conference speaker and speaks frequently at conventions and workshops for educators.

A member of the ETSU-T graduate faculty since 1979, Dr. Tyler teaches courses in education of "special-needs" students—learning disabled and behaviorally disturbing children. She also teaches communications courses in the university's core curriculum. She previously worked at the University of Georgia as coordinator of the Introduction to Exceptional Children course. While there, Dr. Tyler was responsible for the production of eight films on special education

Dr. Tyler earned the bachelor's degree from James Madison University, the Master of Education degree from Virginia Commonwealth University, and the Ph.D. from the University of Georgia. She has done post-doctoral studies at Louisiana State University in therapeutic diagnosis, prognosis, and positive intervention strategies for individual success in personal and professional growth and goals.

Since moving to Texas, Dr. Tyler has frequently interviewed personalities and dignitaries for the NBC television affiliate in Texarkana-Shreveport.

Arrangements for the seminar were made by the TJCTA Professional Development Committee, chaired by Margaret A. Harbaugh, McLennan Community College.

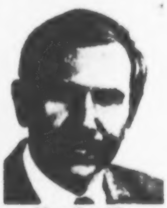
COLLEGE PRESIDENTS PLAN TWO MEETINGS

C. A. Roberson

Raymond Hawkins

Rodney Allbright

John Anthony


Max Castillo

Community junior college presidents and chancellors will meet twice during the annual TJCTA convention.

Vivian B. Blevins, Lee College, president of the Texas Junior College Association, announced a pre-convention conference for Thursday, Feb. 21, in which chief administrators will discuss issues of concern to college leaders. The meeting will be conducted in the Venus Room of the Hyatt Regency DFW. According to Dr. Blevins, the session is designed primarily for deans and division directors who are interested in knowing more about the challenges and opportunities facing presidents and chancellors. Topic for the meeting is "Sharing the Secrets of Success: Money, Politics, and Rules."

Registration for the session will begin at 12:30 Thursday afternoon, and the program will begin at 1:00. C. A. Roberson, chancellor of the Tarrant County Junior College District, will speak on the topic "Where the Dollars Come From and How They're Spent...Legally." Raymond M. Hawkins, president, Tyler Junior College, will address the topic "Ignore the Texas Political Arena at Your Own Peril." A. Rodney Allbright, president, Alvin Community College, will speak on "Getting a Good SACS Report: Complying with the Criteria."

The final conference session will consist of a panel, moderated by Charles Green, chancellor of the Houston Community College System, in which participants will discuss "What a Texas President Looks for in a Vice President or Dean."

Friday Luncheon Meeting

The annual luncheon meeting of the Texas Junior College Association is scheduled for Friday, Feb. 22, from 12:30 to 1:45 p.m., in Space 1 of the Hyatt's 2001 Ballroom.

The program for the luncheon session consists of remarks on "Teaching and Learning in Texas Community Colleges" by three college administrators: Charles Green, Houston Community College; John Anthony, president of the Collin County Community College District; and Max Castillo, president of San Antonio College.

TJCA is an organization of institutions, represented by each college's chief administrative officer (or a designated representative). The group meets each year in conjunction with the TJCTA convention. In addition to Dr. Blevins, TJCA officers this year are Bobby Walters, Paris Junior College, vice president; and W. R. (Bill) Auvenshine, Hill College, secretary-treasurer.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention at the Hyatt Regency Hotel, Dallas/Fort Worth International Airport. Committee member Annie M. Jewett, Tarrant County Junior College–Northeast Campus, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. Also serving on the subcommittee is John H. Clyburn, Galveston College. Other members of the Membership Services Committee will help staff the center during the convention.

This will be the fifteenth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted. Speculation is that considerably fewer positions will be posted this year, due to the state's deteriorating fiscal condition and resulting calls from some state leaders for hiring freezes and reductions in staffs.

In a joint letter from Mrs. Jewett and TJCTA President David Clinkscale, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the Hyatt Regency's Enterprise Ballroom foyer. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 16, and from 8:00 to 11:00 a.m., Saturday, Feb. 17.

TJCTA members who wish to do so are invited to send résumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the résumés and obtain information about potential candidates for staff openings. Résumés should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Résumés should be mailed in time to be received by Feb. 19. After that date, members may take their résumés directly to the placement center at the convention site.

Following the convention, job listings and résumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

WEST PUBLISHING COMPANY

ANTHROPOLOGY

Nelson and Jurmain
Introduction to Physical Anthropology, 5E

Peoples and Bailey
Humanity: An Introduction to Cultural Anthropology, 2E

BUSINESS

Anderson/Sweeney/Williams
Introduction to Management Science: Quantitative Approaches to Decision Making

Bagley
Managers and the Legal Environment of Business: Strategies for the 21st Century

Barfield/Raiborn/Dalton
Cost Accounting: Traditions and Innovations

Carper, et al
Understanding the Law

Costley and Todd
Human Relations in Organizations, 4E

Dennis and Dennis
Management Science

Fisher and Jennings
Law for Business, 2E

Hoffman, et al
West's Federal Taxation: Comprehensive Volume, 1992 Edition

West's Federal Taxation: Corporations, Partnerships, Estates, and Trusts, 1992 Edition

West's Federal Taxation: Individual Income Taxes, 1992 Edition

Kossen
Supervision, 2E

Mathis and Jackson
Personnel/Human Resource Management, 6E

Meiners/Ringleb/Edwards
The Legal Environment of Business, 4E

Miller and Jentz
Business Law Today, 2E

Schuler
Case Problems in Management and Organizational Behavior, 4E

Smith/Mann/Roberts
Smith and Roberson's Business Law, 8E

Toh and Hu
Basic Business Statistics: An Intuitive Approach

Whittenburg, et al
Income Tax Fundamentals, 1991 Edition

COMPUTERS

Bacon
Understanding and Using Microsoft Word 5.0

Bacon and Copeland
Understanding and Using WordPerfect 5.1

Bidgoli
Working With Lotus 1-2-3: A Comprehensive Manual: Release 2.2

Bitter
Understanding and Using Microsoft Works (2.0) on the Macintosh

Understanding and Using Microsoft Works (2.0) on the IBM PC

Bronson and Menconi
A First Book of C, 2E

Mandell
Introduction to Computers Using the IBM and MS DOS PCs, 3E

Mandell and Baumann
Complete BASIC Programming, 3E

Mielke
Integrated Computer Graphics

Ross
Understanding and Using dBASE III PLUS, 2E

Understanding and Using Lotus 1-2-3 Release 3

Ross/Bacon/Copeland
Essentials of Application Software, Volume I
Understanding and Using Application Software, Volume 5

Short
Understanding and Using AppleWorks, 2E

Venit
Programming in QuickBASIC with Structure and Style

Zimmerman/Conrad
Understanding and Using Microcomputers, 3E

CRIMINAL JUSTICE

Bennett and Hess
Criminal Investigation, 3E

Myers and Pudlow
The Trial: A Procedural Description and Case Study

Samaha
Criminal Justice, 2E

Siegel and Senna
Juvenile Delinquency: Theory, Practice, and Law, 4E

Smith and Pollack
Criminal Justice: An Overview, 3E

Zalman and Siegel
Criminal Procedure: Constitution and Society

DEVELOPMENTAL STUDIES

Longman and Atkinson
College Learning and Study Skills (CLASS), 2E

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ENGINEERING

Ayala
The 8051 Microcontroller: Architecture, Programming, and Applications

HEALTH/ NUTRITION

DeBruyne/Sizer/Whitney
The Fitness Triad: Motivation, Training, and Nutrition

Hamilton/Whitney/Sizer
Nutrition: Concepts and Controversies, 5E

West's Physical Activities Series
Racquetball Today
Volleyball Today

Whitney/Cataldo/Rolfes
Understanding Normal and Clinical Nutrition, 3E

HISTORY

Spielvogel
Western Civilization:
Combined
Volume I: To 1715
Volume II: Since 1550
Volume A: To 1500
Volume B: 1300 to 1815
Volume C: Since 1789
Since 1300

Upshur, et al
World History (Combined)
World History (Volume I)
World History (Volume II)

LEGAL

Hinkel
Practical Real Estate Law

The Philadelphia Institute (Warren)
Introduction to Corporate Law, 2E

Weaver
The Compact Guide to Torts: A Civilized Approach to the Law

PARALEGAL

Hower
Wills, Trusts and Estate Administration for the Paralegal, 3E

Statsky
Family Law for Paralegals, 3E

Webster
Bankruptcy for Paralegals

MATHEMATICS

Anderson/Sweeney/ Williams
Statistics: Concepts and Applications, 2E

Cleary and Gleason
Arithmetic: A Problem Solving Approach, 2E

Fadyn
A Short Calculus for Business, Economics, Social and Life Sciences

Goodman and Hirsch
Understanding Elementary Algebra: A Text/Workbook, 2E

Hirsch and Goodman
Understanding Intermediate Algebra: A Text/Workbook, 2E

POLITICAL SCIENCE

Bryan
The American Political System: Readings

Havick
American Democracy in Transition: A Communications Revolution

Lamare
Texas Politics: Economics, Power and Policy, 4E

LeLoup
Politics in America: The Ability to Govern, 3E

Schmidt, Shelley, and Bardes
American Government and Politics Today, 1991-92 Edition

Welch, et al
Understanding American Government

PSYCHOLOGY

Coon
Essentials of Psychology: Exploration and Application, 5E

Dworetzky
Psychology, 4E

Fogel
Infancy: Infant, Family, and Society, 2E

Gravetter and Wallnau
Essentials of Statistics for the Behavioral Sciences

Kaplan
A Child's Odyssey: Child and Adolescent Development, 2E

SCIENCES

Kuhn
Astronomy: In Quest of the Universe

Ostdiek and Bord
Inquiry into Physics, 2E

Snow
The Dynamic Universe: An Introduction to Astronomy, 4E

SOCIOLOGY

Brinkerhoff and White
Sociology, 3E

Chalfant and LaBeff
Understanding People and Social Life: An Introduction to Sociology, 2E

Heffernan, et al
Introduction to Social Work and Social Welfare, 2E

Knox and Schacht
Choices in Relationships: An Introduction to Marriage and Family, 3E

SPEECH AND THEATER

Cragan and Wright
Communication in Small Group Discussions: An Integrated Approach, 3E

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817-861-2444

Bill Hoffman
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214-328-2105

Rusty Johnson
Lubbock, TX
806-745-7491

Doni Marquart
Austin, TX
512-442-1018

Ragu Raghavan
Missouri City, TX
713-438-6975

Important new texts in all these disciplines:

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Computer Science
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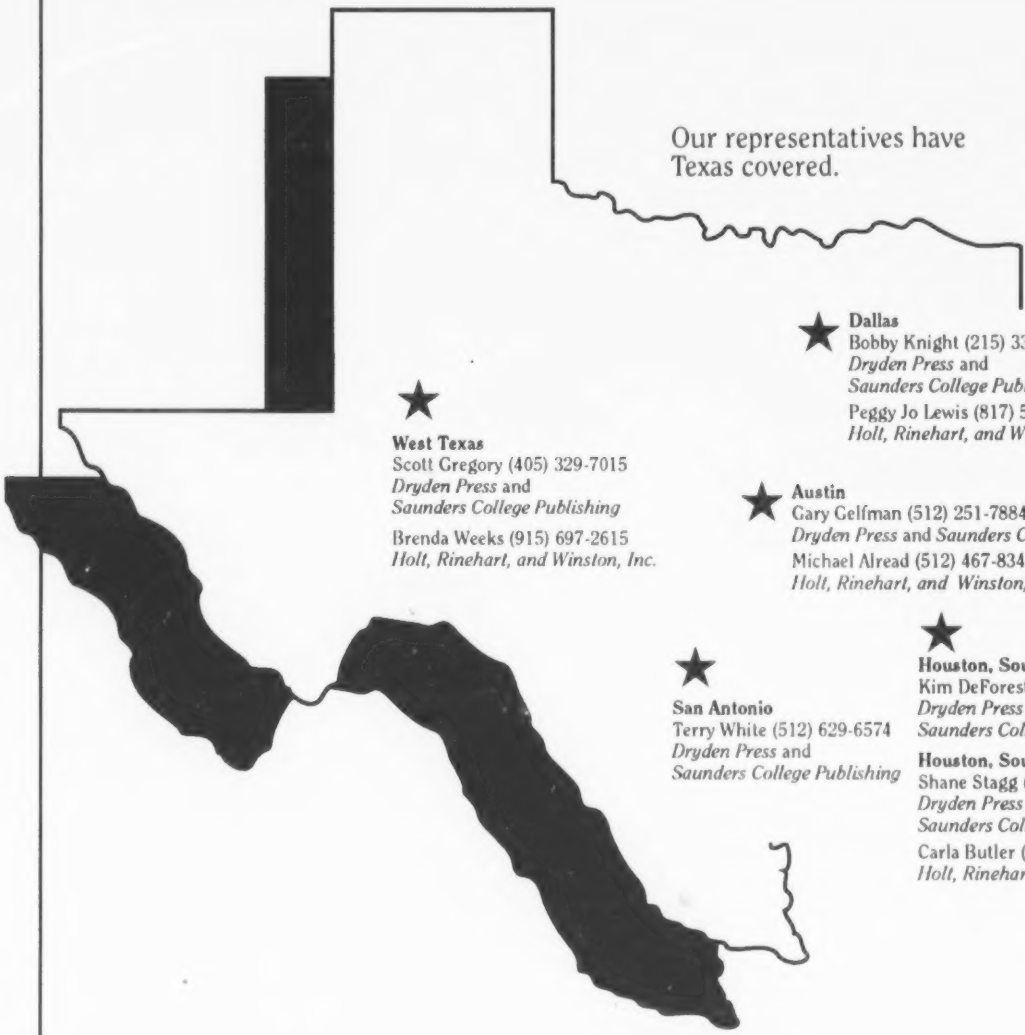

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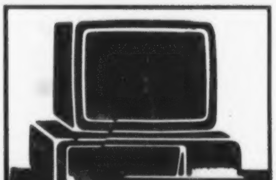
6 of Its Distinguished Authors as Speakers at TJCTA

CONRAD KOTTAK is a noted writer, teacher, anthropolgist. Chair of the General Anthropology division of the American Anthropological Association, he is also Professor of Anthropology at the University of Michigan. In addition to doing extensive fieldwork, he has authored seven books, including *Assault on Paradise, Anthropology: The Exploration of Human Diversity, and Cultural Anthropology*. The latter two are out in new editions this year.

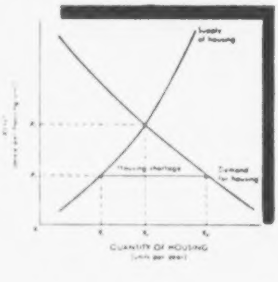
FRANK FREIDEL is one of the nation's leading American historians. He is president of the Organization of American Historians and also leads the New England Historical Association. Formerly a Bullitt Professor of American History at the University of Washington, he is currently Charles Warren Professor of American History, Emeritus at Harvard University. His writings include *Franklin D. Roosevelt: A Rendevous with Destiny*, and *Presidents*. He is also co-editor of *The Harvard Guide to American History*, and co-author of the classic Lone Star favorite, *American History: A Survey*, now in its eighth edition.

TIMOTHY O'LEARY with his wife and colleague Linda O'Leary, co-authors the groundbreaking *Microcomputing Annual Edition*. Since its debut in 1989, hundreds of schools have looked to O'Leary to help their students keep pace with the ever-changing computing environment. Professor O'Leary (Ph. D., Kent State) teaches at Arizona State University, where he has coordinated the introductory course for many years. Like most good texts, *Microcomputing* grew out of the O'Learys' own work, study, and classroom experience.



RICHARD MARIUS is the Director of Expository Writing at Harvard College. He is uniquely qualified to both teach and publish texts about writing because he is an accomplished essayist/novelist/biographer. His articles have appeared in popular magazines and academic journals. He has published two novels (and is currently finishing a third), and two biographies (on *Luther*, in 1974, and *Thomas More* in 1984. The latter was nominated for the American Book Award.) His texts include *A Writer's Companion* and *The McGraw-Hill Handbook*, both of which are in new editions this year. Professor Marius was developed his ear for language listened to stories told in the Tennessee farmland where he spent his childhood. His easy Southern wit blends perfectly with Harvey Weiner's Brooklyn edge to give *The McGraw-Hill Handbook* its special voice.

BRADLEY R. SCHILLER is Professor of Economics at the American University, working in the School of Public Affairs. In addition to having taught introductory economics for over 20 years, he has been a consultant to major federal agencies and Congressional committees, and an advisor to political candidates in Washington, D. C. Professor Schiller's experience as a researcher, teacher, and practicing economist combine to make his *The Economy Today* -- now available in its fifth edition -- one of the most popular and applied texts on the market.



THALIA DORWICK is Publisher of Foreign Languages with McGraw-Hill. She received her Ph. D. in Spanish from Case Western Reserve University in 1973 and taught at Case Western, Cuyahoga Community College, Allegheny College, and California State University, Sacramento. She was recognized as an Outstanding Foreign Language Teacher by the California Foreign Language Teachers Association in 1978. Dr. Dorwick is co-author of *Puntos de partida: An Invitation to Spanish*, *¿Qué tal? A Beginning Course*, and *Un paso más, An Intermediate Course*.

44th Annual Convention
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
and
TEXAS JUNIOR COLLEGE ASSOCIATION

HYATT REGENCY HOTEL **FEBRUARY 21-23, 1991** **DFW AIRPORT, TEXAS**

Convention Theme:

"Education: A Team Effort"

Convention-At-A-Glance

THURSDAY—FEBRUARY 21, 1991

8:00 a.m.– 5:00 p.m.	Special Meetings (to be announced)
12:00 Noon–10:00 p.m.	Convention Registration—Enterprise Ballroom Foyer
1:00– 4:00 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00– 5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons—Universe Room
6:30– 7:30 p.m.	Informal Reception—Enterprise Ballroom
7:30 p.m.	BANQUET AND FIRST GENERAL SESSION—Enterprise Ballroom
9:00 p.m.–Midnight	Reception sponsored by North Texas Community/Junior College Consortium and Hemisphere Publishing Corporation—Enterprise Ballroom

FRIDAY—FEBRUARY 22, 1991

6:00 a.m.	Fitness Walk—Meet in East Tower Lobby
7:30– 8:45 a.m.	Financial Planning Seminar—Enterprise Ballroom–Sector 3 (repeated at 12:30 p.m.)
7:30– 8:45 a.m.	Professional Development Seminar—Enterprise Ballroom–Sector 4 (repeated at 12:30 p.m.)
8:00 a.m.– 5:00 p.m.	Convention Registration—Enterprise Ballroom Foyer
8:00 a.m.– 5:00 p.m.	Exhibits Open—Exhibit Hall A (Ground Level, East Tower)
8:00 a.m.– 5:00 p.m.	Polls Open (Election of Officers)—Enterprise Ballroom Foyer
9:00– 10:30 a.m.	Section Meetings for Some Sections
10:45 a.m.–12:15 p.m.	Section Meetings for Remaining Sections
12:30– 1:45 p.m.	Financial Planning Seminar—Enterprise Ballroom–Sector 3 (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Professional Development Seminar—Enterprise Ballroom–Sector 4 (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Symposium on Educational Computing—Universe Room
2:00– 4:00 p.m	SECOND GENERAL SESSION—Enterprise Ballroom
4:15– 5:45 p.m.	Retirement Seminar—2001 Ballroom–Space 1 (West Tower)
4:15– 5:45 p.m.	Wellness Program Networking—Universe Room
4:15– 5:45 p.m.	"Honors in the Community College"—2001 Ballroom–Space 3 (West Tower)
9:00 p.m.– 1:00 a.m.	Dance for TJCTA Members and Invited Guests—Enterprise Ballroom *(Admission by convention badge only)*

SATURDAY, FEBRUARY 23, 1991

7:00 a.m.	Fitness Walk—Meet in East Tower Lobby
8:00–11:30 a.m.	Convention Registration—Enterprise Ballroom Foyer
8:00–11:30 a.m.	Exhibits Open—Exhibit Hall A (Ground Level, East Tower)
9:00–10:15 a.m.	Section Meetings for Some Sections
10:30–11:45 a.m.	Section Meetings for Remaining Sections
11:45 a.m.	Adjournment

TJCTA COMMITTEE MEETINGS
Thursday, February 21, 1991
Hyatt Regency Hotel, DFW Airport

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee	1:00–3:00 p.m.—Futura
Legislative Committee	1:00–3:00 p.m.—Galaxy
Membership Services Committee	1:00–3:00 p.m.—Horizon
Editorial Review Board	1:00–3:00 p.m.—Mercury
Auditing Committee	2:00–3:00 p.m.—Saturn
Resolutions Committee	3:00–4:00 p.m.—Saturn
Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons	4:00–5:00 p.m.—Universe
Ad Hoc Election Committee	9:30–10:00 p.m.—Mercury

SPECIAL MEETINGS

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, Feb. 21, 8:00 a.m.-3:00 p.m.—Enterprise Ballroom–Sector 1—Chairperson: Larry C. Key, Director of Federal Projects, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

Business/Computer Information Processing/Office Occupations Division Directors and Chairpersons—Thursday, Feb. 21, 8:30 a.m.-2:00 p.m.—Enterprise Ballroom–Sector 3—Co-Chairpersons: Patricia A. Green, Temple Junior College, and Mark E. Workman, Frank Phillips College

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 21, 2:00–4:00 p.m.—Jupiter Room—Larry K. Patterson, Amarillo College, Chairperson

Educational Computing Symposium—Friday, Feb. 22, 12:30–1:45 p.m.—Universe Room—"An Introduction to the IBM Advanced Academic System," William G. Sailer and Julia W. Briggs, St. Philip's College

Advisory Committee, Carl Perkins Limited English Proficiency Grants—Friday, Feb. 22, 12:30–1:45 p.m.—Mercury Room—Carol Swanson, San Antonio College, Chairperson

Texas Junior College Retirees Association—Friday, Feb. 22, 12:30–1:45 p.m.—Jupiter Room—"Status of State Retirement and Insurance Programs," C. A. Roberson, Chancellor, Tarrant County Junior College District, and Member, Board of Trustees, Teacher Retirement System of Texas; Mitchell Grossman, San Antonio College, President

Placement Association of Texas—Friday, Feb. 22, 12:30–1:45 p.m.—Suite 2601 (Sixth Floor, East Tower)—Barbara James, Southwest Research Institute, San Antonio, President

Texas Association for Staff, Program, and Organizational Development (TASPOD)—Friday, Feb. 22, 12:30–1:45 p.m.—Comet Room—"Using Myers-Briggs in the Classroom," Diane Lacey, Tarrant County Junior College–South Campus; Robert C. Adams, Western Texas College, President

Texas Mathematical Association of Two-Year Colleges (TexMATYC)—Friday, Feb. 22, 4:15–5:45 p.m.—Comet Room—Mike W. Dellens, Austin Community College, President

Retirement Seminar (for retired and soon-to-be-retired members)—Friday, Feb. 22, 4:15–5:45 p.m.—2001 Ballroom–Space 1 (West Tower)—"Planning for Retirement," Lorraine H. Clark, Associate Area Representative, American Association of Retired Persons, Dallas

Wellness Program Networking—Friday, Feb. 22, 4:15–5:45 p.m.—Universe Room—Informal discussion for administrators, faculty, and staff from schools with wellness programs or those interested in establishing such programs—Deborah A. Youngblood, Wellness Coordinator, San Jacinto College–Central Campus, and V. Sue Jones, Chairperson, Physical Fitness Technology, North Lake College

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 22, 4:15–5:45 p.m.—Futura Room—Clifford Wood, Grayson County College, State Advisor

STARLINK Update and Dialog—Friday, Feb. 22, 4:15–5:45 p.m.—Concorde Room—Ron Thomson, Austin Community College, and Henry Hartman, Dallas County Community College District

"Honors Programs in the Community College"—Friday, Feb. 22, 4:15–5:45 p.m.—2001 Ballroom–Space 3 (West Tower)—Chairperson, Sue Blair, Odessa College. Panel Members: Dwight Huber, Amarillo College; Peggy A. Brown, Collin County Community College–Central Campus; and Dale T. Knobel, Texas A&M University

Southwest Regional Conference on English in the Two-Year College—Executive Committee—Saturday, Feb. 23, 8:30–10:15 a.m.—Suite 2701 (Seventh Floor, East Tower)—Tahita N. Fulkerson, Tarrant County Junior College–South Campus, President

TEXAS JUNIOR COLLEGE ASSOCIATION

Preconvention Meeting
Thursday—February 21—12:30–5:00 p.m.
Venus Room, Hyatt Regency Hotel

"College Presidents Share the Secrets of Success: Money, Politics, and Rules"

Presiding	Vivian B. Blevins, Lee College, President
"Where the Dollars Come From and How They're Spent"	C. A. Roberson, Chancellor, Tarrant County Junior College District
"Ignore the Texas Political Arena at Your Own Peril"	Raymond M. Hawkins, President, Tyler Junior College
"Getting a Good SACS Report: Complying with the Criteria"	A. Rodney Allbright, President, Alvin Community College
"What a Texas President Looks for in a Vice President or Dean"	Charles Green, President, Houston Community College System

Annual Luncheon Meeting
Friday—February 22—12:30–1:45 p.m.
2001 Ballroom–Space 1 (West Tower), Hyatt Regency Hotel

"Teaching and Learning in Texas Community Colleges"

Presiding	Vivian B. Blevins, Lee College, President
Speakers	Charles Green, Chancellor, Houston Community College System John Anthony, President, Collin County Community College Max Castillo, President, San Antonio College

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CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1991 convention:

Professional, Associate, Student, and Unaffiliated Members	$ 20
Immediate Family of Registered Members *(provided the guests are not themselves eligible for professional membership)*	No charge
Guests of the Association:	
Program Speakers *(not eligible for professional membership)*	No charge
Representatives of Exhibitors *(not eligible for professional membership)*	No charge
All Others	$ 45

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO PRESENT CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Most sections will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.)

MEETING LOCATIONS ARE *TENTATIVE.* CONSULT OFFICIAL PROGRAM AT REGISTRATION.

ACCOUNTING

Chairperson: CRAIG W. CHRISTOPHERSON, Richland College

Friday, 9:00–10:30 a.m.—2001 Ballroom–Space 4 (West Tower)

"Instructional Presentation Software for the Teachers Use in the Classroom," Nathan Wilber, Software Editor, College Division, Houghton Mifflin Company

Saturday, 10:30–11:45 a.m.—2001 Ballroom–Space 4 (West Tower)

Panel Discussion: "Cooperative Education Programs and Internships for Accounting Students—Could They Fit Your Needs?" Thomas M. Branton, CPA, Alvin Community College; Barbara A. Eubanks, Director of Cooperative Work Experience, Collin County Community College–Central Campus; Marsi Liddell, Director of Cooperative Education, Houston Community College; and Katherine A. Longbotham, CPA, Richland College

AERONAUTICAL TECHNOLOGY

Chairperson: FLAVIL L. JOHNSON, Tarrant County Junior College–Northwest Campus

Friday, 10:45 a.m.–12:15 p.m.—Suite 2401 (Fourth Floor, East Tower)

"Federal Aviation Administration Updates," Tom Blake, Federal Aviation Administration Airworthiness Inspector

Saturday, 9:00–10:15 a.m.—Suite 2401 (Fourth Floor, East Tower)

"Aircraft Sealants: Installation and Inspection Procedures," Jack Utter, Manager, SEMCO Southwest (Division of Products Research and Chemical Corporation)

AGING SERVICES AND EDUCATION

Chairperson: JOE T. ARRINGTON, McLennan Community College

Friday, 9:00–10:30 a.m.—Futura

"Aging Services and Education: New Responses to New Demands," Donnie H. Hagan, Director of Human Services, McLennan Community College; and Jo Ann Luckie, Director of Services to Special Populations and Instructor of Environment and Aging Consortium, Del Mar College

AGRICULTURE

Chairperson: MICHAEL L. BROWN, Weatherford College

Friday, 10:45 a.m.–12:15 p.m.—Suite 2301 (Third Floor, East Tower)

"DTN–An Agriculture Marketing Tool—Its Use in the Classroom," Jim Hawkins, Regional Sales Manager, Data Transmission Network

Saturday, 9:00–10:15 a.m.—Suite 2301 (Third Floor, East Tower)

"Teaching Agriculture Commodity Marketing at the Two-Year College Level," Dan Piper, Commodity Broker, Schmitt and Kern

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: PAUL R. LINDSEY, North Lake College

Friday, 9:00–10:30 a.m.—Suite 2201 (Second Floor, East Tower)

"Computerized Heat Pump Training," Owen Savage, President, Teaching Systems, Inc.

Saturday, 10:30–11:45 a.m.—Suite 2201 (Second Floor, East Tower)

"Lennox Two-Speed Heat Pump and Lennox Heat Pump with Scroll Compressor," Bill Shaffer, Dealer Trainer Coordinator, Lennox Industries, Fort Worth

ART

Chairperson: EDUARDO E. AGUILAR, Tarrant County Junior College–Northwest Campus

Friday, 9:00 a.m.–1:45 p.m.

Tour of Fort Worth Art Museum District

Modern Art Museum—Guided tour of exhibit, "The Primal Spirit: Ten Japanese Sculptors"

Visits to Amon Carter Museum and Kimbell Art Museum

Tour Carillon Gallery and J. B. Rushing Center for the Performing Arts, Tarrant County Junior College–South Campus

(NOTE: Transportation will depart from the East Tower Motor Lobby at 9:00 a.m., and return at approximately 1:45 p.m.)

Saturday, 10:30–11:45 a.m.—Suite 2501 (Fifth Floor, East Tower)

"Gallery and Exhibition Networking," Panel Discussion: Kathy Tyler and Frank Herbert, TASA Gallery and Exhibition Committee

ASSOCIATE DEGREE NURSING

Co-Chairpersons: HECTOR H. GONZALEZ, San Antonio College and BETTY L. BROCK, Northeast Texas Community College

Friday, 9:00–10:30 a.m.—Comet

"Empathic Nursing," Judith Shackelford, Vice President of Operations and Chief Operating Officer, Willow Creek Hospital, Arlington

Saturday, 10:30–11:45 a.m.—Comet

"Can You CAT-Scan Ethics?" Jean Stuart Smith, Assistant Director, Tarrant County Junior College School of Nursing

AUTOMOTIVE SERVICES

Chairperson: DANIEL N. WICKWARE, Northeast Texas Community College

Friday, 9:00 a.m.–12:15 p.m.—Horizon

"Air Conditioning Electrical Systems and Controls," John J. Stiles, Sales Representative, NAPA Temp Products

Saturday, 9:00–10:15 a.m.—Horizon

"NATEF: What Is It and What Will It Do For Your Program?" Carl F. Dinkel, Chairperson, Automotive Technology Department, Tarrant County Junior College–South Campus

BIOLOGY

Chairperson: MARY P. BRACKEN, Trinity Valley Community College

Friday, 9:00 a.m.–12:00 Noon

Field Trip to Fort Worth Botanical Garden Center and Japanese Gardens (Guided tour of unique collection of plants from around the world as well as one of the most authentic Japanese gardens in the United States. $1 admission fee to Japanese Gardens.)

(NOTE: Transportation will depart from the East Tower Motor Lobby at 9:00 a.m., and return at approximately 12:00 Noon.)

Saturday, 10:30–11:45 a.m.—Jupiter

"Biotechnology of the '90s," Gerard O'Donovan, Professor and Chair, Department of Biological Sciences, University of North Texas

BUSINESS ADMINISTRATION

Co-Chairpersons: RAJIV R. MALKAN and MADHAVI SETHNA, Lamar University at Orange

Friday, 10:45 a.m.–12:15 p.m.—2001 Ballroom–Space 3 (West Tower)

"The Name of the Game is 'People,'" Ricky Griffin, Professor of Management, College of Business Administration, Texas A&M University

Saturday, 9:00–10:15 a.m.—2001 Ballroom–Space 3 (West Tower)

"Destination 2000: Are We Ready?" Robert J. Hughes, Instructor of Business Administration, Richland College

CHEMISTRY

Chairperson: MARY C. FIELDS, Collin County Community College–Spring Creek Campus

Friday, 8:30 a.m.–1:30 p.m.

Field Trip to Collin County Community College–Spring Creek Campus

"Nontraditional Teaching and Learning in Chemistry: Resources and Issues," Cynthia Ledbetter, Professor of Science Education for Graduate and Undergraduate Studies, The University of Texas at Dallas (Hands-on demonstrations at Collin County Community College followed by lunch at a local restaurant)

(NOTE: Transportation will depart from the East Tower Motor Lobby at 8:30 a.m., and return at approximately 1:30 p.m.)

Saturday, 9:00–10:15 a.m.—Apollo (West Tower)

"General Chemistry in the '90s: Challenges and Opportunities," Eugene LeMay, Jr., Professor and Associate Chair, Department of Chemistry, University of Nevada at Reno

COMPENSATORY / DEVELOPMENTAL EDUCATION

Chairperson: C. SUE POOR, Wharton County Junior College

Friday, 9:00–10:30 a.m.—Universe

"The Evolution of a Compulsory Attendance Policy for Developmental Classes," Sandra Coats, Chair, Communications and Arts Division, Wharton County Junior College

"Hooking Into Student Learning Styles in the Developmental Writing Classroom," Paul Beran, Instructor of Developmental Studies, North Harris County College–South Campus

Saturday, 10:30–11:45 a.m.—Universe

Panel Discussion: "Offering Access, Assuring Success: the Aim of Developmental Studies," Diana R. Cox, Moderator; Judy Hathcock, Therese Jones, Jan Hinds, and R. Eugene Byrd, all of Amarillo College

COMPUTER CENTER DIRECTORS

Chairperson: CHARLES W. (BILL) BANE, McLennan Community College

Friday, 10:45 a.m.–12:15 p.m.—Suite 2501 (Fifth Floor, East Tower)

"Choosing a Telephone Registration System," Mark P. Lindsey, Regional Sales Manager, EPOS Corporation, Auburn, Alabama

Saturday, 9:00–10:15 a.m.—Suite 2501 (Fifth Floor, East Tower)

"Fiber Optics," Ron Glodys, Sales Representative, AT&T, Dallas; and Archie Goyne, Area Network Consultant, Digital Equipment Corporation, San Antonio

COMPUTER INFORMATION PROCESSING

Chairperson: WESLEY E. SCRUGGS, Brazosport College

Friday, 9:00 a.m.–12:15 p.m.—Enterprise Ballroom–Sector 1

"Emerging Computer Technology for Hardware, Software, and Systems," Timothy J. O'Leary, Associate Professor, Decision and Information Systems Department, Arizona State University

"Using Technology to Build Partnerships in the 1990s," Bob Vogt, Academic Consultant–Community Colleges, International Business Machines Corporation

Friday, 12:15–1:30 p.m.—Enterprise Ballroom–Sector 1
Luncheon—**Prior reservations and tickets required**
Saturday, 10:30–11:45 a.m.—Enterprise Ballroom–Sector 1
"Programming for the Twentieth Century—4GL and CASE," Doug Russell, Division Marketing Representative, Cognos Corporation

COSMETOLOGY

Chairperson: DEBORAH L. MOSS, Kilgore College
Friday, 9:00–10:30 a.m.—Orbit
"Improving State Exams: No-Shows, Special Students, and Suggested Solutions," Victor Balderez, Director of Exams, Texas Cosmetology Commission
Saturday, 10:30–11:45 a.m.—Orbit
"Dressing for Success: How to Build and Accessorize Your Wardrobe," Patty Austin, Certified Fashion Consultant

COUNSELING AND STUDENT PERSONNEL SERVICES

Co-Chairpersons: ROY H. HART, Odessa College and PAUL D. BOWERS, Grayson County College
Friday, 10:45 a.m.–12:15 p.m.—Enterprise Ballroom–Sector 4
"The Learning-Disabled Student in the College Classroom," Diane L. Taylor, Doctoral Candidate and Teaching Fellow, University of North Texas
Saturday, 9:00–10:15 a.m.—Enterprise Ballroom–Sector 4
"The Counseling Professional in Private Practice: Learnings and Applications," Melvin Whitehurst, Senior Partner, Management Paradigms, Plano

COURT REPORTING

Chairperson: MARY H. KNAPP, Alvin Community College
Friday, 10:45 a.m.–12:15 p.m.—Suite 2601 (Sixth Floor, East Tower)
"Problems of Court Reporting Training in Community Junior Colleges, " Mary H. Knapp, Chair, Court Reporting Department, Alvin Community College
Saturday, 9:00–10:15 a.m.—Suite 2601 (Sixth Floor, East Tower)
"Computer Training for Court Reporters in Community Junior Colleges," Joe R. Jackson, CAT Instructor, Alvin Community College

CRIMINAL JUSTICE

Chairperson: LEONARD R. LARSEN, El Centro College
Friday, 9:00–10:30 a.m.—Apollo (West Tower)
"Problems in County Jails," Jim Bowles, Sheriff of Dallas County
Saturday, 10:30–11:45 a.m.—Apollo (West Tower)
"Women as Chief Administrators," Elizabeth M. Watson, Chief of Police, City of Houston

DEVELOPMENTAL READING

Chairperson: ANDREA CLARK, Austin Community College
Friday, 10:45 a.m.–12:15 p.m.—Comet
"Dealing With Diversity: Developing a Multicultural Community," Jacqueline Claunch, Dean of Instruction, Richland College
Saturday, 9:00–10:15 a.m.—Comet
"Teaching Reading in Tandem," Katheryn G. Skinner, Reading and Study Skills Instructor, Panola College

ECONOMICS

Chairperson: GEORGE A. LOUGHRAN, JR., North Harris County College–Tomball Campus
Friday, 9:00–10:30 a.m.—2001 Ballroom–Space 2 (West Tower)
"Emphasizing International Trade in the Economics Principles Course," Roger LeRoy Miller, Center for Policy Studies, Clemson University
Friday, 12:30–1:45 p.m.—2001 Ballroom–Space 2 (West Tower)
Luncheon Meeting. "How International Economics Can Be Incorporated into the Economics Principles Course," Michael Melvin, Professor of Economics, Arizona State University
Saturday, 10:30–11:45 a.m.—2001 Ballroom–Space 3 (West Tower)
"The Impact of the Persian Gulf War on the Economy and the Budget," Bradley Schiller, Professor of Economics, American University

ELECTRONICS

Chairperson: GUS D. RUMMEL, American Educational Complex
Friday, 11:30 a.m.–1:30 p.m.—Skylab (West Tower)
Luncheon Meeting—**prior reservations required**. "Overview of Superconducting Super Collider Project with Electronics and Computer Implications," Curtis D. Johnson, College of Technology, University of Houston
Friday, 6:00–8:00 p.m.—2001 Ballroom–Space 4 (West Tower)
Dinner Meeting—**prior reservations required**. "Innovations and Electronics Instruction: Books, Equipment, and Teaching Aids"
Saturday, 8:00–10:00 a.m.—Skylab (West Tower)
Breakfast Meeting—**prior reservations required**. "COMET—College Mathematics Revitalized for Engineering Technology," Carole E. Goodson, Janet Lantner, and Susan L. Miertschin, College of Technology, University of Houston

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY (COMPUTER AIDED DRAFTING)

Chairperson: W. ED CUNNINGHAM, Tyler Junior College
Friday, 10:45 a.m.–12:15 p.m.—Venus
"Demonstration of NC Microproducts Polaris Version 3.0 on AutoCAD," Jocelyn Botkin, Manager of Educational Sales, NC Microproducts, Inc., Richardson
Saturday, 9:00–10:15 a.m.—Venus
"The Latest From AutoCAD and Third Party Software: A 'Hands-On' Demonstration," Jim Stepter, Vice President, Teaching Systems, Inc., Irving

ENGLISH

Chairperson: J. MICHAEL MATTHEWS, Tarrant County Junior College–Northeast Campus
Friday, 9:00–10:30 a.m.—Enterprise Ballroom–Sector 4
"Does Great Writing Intimidate Student Writers?" X. J. Kennedy, Writer, Educator, and Award-Winning Poet
Saturday, 10:30–11:45 a.m.—Enterprise Ballroom–Sector 4
"Vision and Revision: Strategies for Student Writers," Richard Marius, Director of Expository Writing, Harvard University

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: OLIVIA VILLAGRA, North Lake College

Friday, 10:45 a.m.–12:15 p.m.—Galaxy

"Sounds Logical to Me!" (Teaching the English Logic Pattern to Intermediate ESL Writing Classes), Jean Conway, Developmental Studies Coordinator/ESL Instructor, Brookhaven College

Saturday, 9:00–10:15 a.m.—Galaxy

"We Mined the Books/Summer of 1990" (A Thematic Approach Used in the Listening/Speaking Summer Class of 1990), Betty Gilfillan, ESL Advisor/Continuing Education, ESL Program Coordinator, North Lake College

FASHION MERCHANDISING

Chairperson: PATRICIA A. HERTENBERGER, Alvin Community College

Thursday, 5:00–6:30 p.m.—Mercury

Round-Table Discussion of Current Issues and Problems in Fashion Merchandising Programs

Friday, 9:00 a.m.–1:30 p.m.

Tour of J. C. Penney Research and Testing Laboratory and tour of J. C. Penney Corporate Headquarters (includes lunch). Tour Leader: Roy Chapman, College Relations Manager, Corporate Personnel, J. C. Penney Company, Inc.

(NOTE: Transportation will depart from the East Tower Motor Lobby at 9:00 a.m., and return at approximately 1:30 p.m.)

Saturday, 10:30–11:45 a.m.—2001 Ballroom–Space 1 (West Tower)

Meeting with the Texas Junior College Management Educators Association.

"Advantages of Management Development Degrees and Changes Needed to Stay Current," Tracey Maraville, Computer Merchandiser, J. C. Penney Company, Inc., Dallas

FOREIGN LANGUAGE

Chairperson: ISABEL DE PEDRO, St. Philip's College

Friday, 9:00–10:30 a.m.—Galaxy

"Evolution in the Foreign Language Classroom: How Things Have Changed!" Thalia Dorwick, co-author of *Puntos de partida*, *¿Qué tal?*, and *Un paso más*

Saturday, 10:30–11:45 a.m.—Galaxy

"Functional Language and Culture: A Priority at All Levels," Emily Spinelli, Associate Professor of Spanish, University of Michigan at Dearborn

GEOLOGY AND GEOGRAPHY

Co-Chairpersons: ROBERTO GARZA and ARTHUR R. TROELL, San Antonio College

Friday, 9:00–10:30 a.m.—Suite 2701 (Seventh Floor, East Tower)

"Clay Mineral Reactions and Petroleum Generation in the World's Great Sedimentary Basins," Graham R. Thompson, Professor of Geology, University of Montana

Saturday, 7:00 a.m.–12:00 Noon

Field Trip with the Dallas Geological Society. "Urban Geology and Hydrogeology of Dallas" ($10 fee per participant)

(NOTE: Transportation will depart from the East Tower Motor Lobby at 7:00 a.m., and will return at approximately 12:00 Noon.)

GOVERNMENT

Chairperson: DAVID J. LIGON, Tyler Junior College

Friday, 10:45 a.m.–12:15 p.m.—Enterprise Ballroom–Sector 3

"The Bush Presidency at Mid-Term," George Edwards, III, Distinguished Professor of Political Science, Texas A&M University

Saturday, 9:00–10:15 a.m.—Enterprise Ballroom–Sector 3

"The Role of the Texas Judiciary for the 1990s," Cynthia Kent, Judge, 114th Judicial District of Texas

HEALTH OCCUPATIONS

Chairperson: MARY ANN REMSHARDT, Grayson County College

Friday, 10:45 a.m.–12:15 p.m.—2001 Ballroom–Space 4 (West Tower)

"Collaboration: The Key to Quality Health Care," Joyce Swegle, Director of Nursing Quality Assurance, Presbyterian Hospital of Dallas and Graduate Nursing Faculty, Texas Woman's University

Saturday, 9:00–10:15 a.m.—2001 Ballroom–Space 4 (West Tower)

"Retention Strategies for Culturally Diverse Students in Health Science Programs," Maria D. Fisher, Instructor, Associate Degree Nursing, Grayson County College

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chairperson: BEVERLY F. TRIANA-TREMAIN, Collin County Community College–Spring Creek Campus

Friday, 10:45 a.m.–12:15 p.m.—Lunar

"The Integration of Relaxation Techniques Into the Health and Physical Education Curriculum," Alice Tawwater Frazier, Director, Wellness Associates, Dallas

(Participants are asked to wear casual clothing and bring pillows.)

Saturday, 8:45–11:45 a.m.

Field Trip to the Collin County Community College Fitness and Wellness Center

(NOTE: Transportation will depart from the East Tower Motor Lobby at 8:45 a.m., and will return at approximately 11:45 a.m.)

HISTORY

Chairperson: MATTHEW W. COULTER, Collin County Community College–Spring Creek Campus

Friday, 9:00–10:30 a.m.—Enterprise Ballroom–Sector 3

"The Rise and Fall of the Cold War"

"FDR and the Coming of the Cold War," Frank Freidel, Charles Warren Professor of American History *Emeritus*, Harvard University

"The End of the Cold War?" Robert A. Divine, George W. Littlefield Professor in American History, The University of Texas at Austin

Saturday, 10:30–11:45 a.m.—Enterprise Ballroom–Sector 3

"Learning Without Lectures," John H. Anthony, President, Collin County Community College

"Bringing It All Together with Active Learning," Matthew W. Coulter, Instructor of History, Collin County Community College–Spring Creek Campus

"Integrating Video into the Curriculum," M. Joe Jaynes, Instructor of History, Collin County Community College–Spring Creek Campus

HORTICULTURE

Chairperson: MARK J. SCHUSLER, Tarrant County Junior College–Northwest Campus

Friday, 9:00–10:30 a.m.—Concorde

"Growing and Using Herbs in Texas," Marcia T. Dewitt, Instructor, Tarrant County Junior College–Northwest Campus

Saturday, 10:30–11:45 a.m.—Concorde

"Native and Drought Tolerant Bulbs and Perennials for Texas," Mark J. Schusler, Assistant Professor/Coordinator, Horticulture Department, Tarrant County Junior College–Northwest Campus

JOURNALISM

Chairperson: LARRY C. THOMPSON, Northeast Texas Community College

Friday, 10:45 a.m.–12:15 p.m.—Suite 3001 (Tenth Floor, East Tower)

"Desktop Publishing Using PageMaker 4.0"

Friday, 12:15–1:30 p.m.—Suite 2901 (Ninth Floor, East Tower)

Luncheon hosted by Apple Computer, Inc. (limited to Journalism instructors)

LEARNING RESOURCES

Chairperson: PATRICIA M. DONEGAN, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Jupiter

"Database Management Software for Bibliography Generation," George H. Teoh, Librarian, Houston Community College

Saturday, 9:00–10:15 a.m.—Jupiter

"Leadership Roles for Resources Specialists," Brooke Earle Shelton, Dean, Graduate School of Library and Information Science, The University of Texas at Austin

LEGAL ASSISTANT

Chairperson: JOAN JONES, Tyler Junior College

Friday, 10:45 a.m.–12:15 p.m.—Suite 2801 (Eighth Floor, East Tower)

"Evolution of the Legal Assistant Profession," Frances Whiteside, Legal Assistant, Johnson & Gibbs, P. C., President, Dallas Association of Legal Assistants

Saturday, 9:00–10:15 a.m.—Suite 2801 (Eighth Floor, East Tower)

"Legal Assistant Market Trends for the '90s," Ann Dodds, Legal Assistant, Carrington-Coleman, P. C., President, Legal Assistant Management Association, Dallas

MATHEMATICS

Chairperson: PATRICIA A. JUELG, Austin Community College

Friday, 9:00–10:30 a.m.—Enterprise Ballroom–Sector 2

"It All Adds Up," Wallace Davis, Vice President for Academic Affairs, Corpus Christi State University

Friday, 12:30–1:45 p.m.—Enterprise Ballroom–Sector 2

Luncheon Meeting hosted by The Annenberg/CPB Project. Video screening for two video-based mathematics courses, *College Algebra: In Simplest Terms* and *Against All Odds: Inside Statistics.* Presentations by Solomon Garfunkel, Executive Director, Corsortium for Mathematics and Its Applications, and Peter Lindstrom, North Lake College

Saturday, 10:30–11:45 a.m.—Enterprise Ballroom–Sector 2

"Using the Graphics Calculator to Enhance Precalculus," Mike Sullivan, Instructor, Chicago State University, and Joan Girard, Instructor, Edison Community College, Fort Meyers, Florida

MUSIC

Chairperson: LARRY METCALF, St. Philip's College

Friday, 10:45 a.m.–12:15 p.m.—Futura

"Music Workstations and Midi Labs in the Music Program," Phil Huston, Manager, Electronic Keyboard Division, Brook Mays Music Company, Dallas

Saturday, 8:30–11:45 a.m.

Visit to Dallas Sound Lab in Irving

(NOTE: Transportation will depart from the East Tower Motor Lobby at 8:30 a.m., and return at approximately 11:45 a.m.)

PHILOSOPHY

Chairperson: JANET M. SCHRIVER, Collin County Community College–Spring Creek Campus

Friday, 10:45 a.m.–12:15 p.m.—Universe

Panel Discussion: "The Middle East Confrontation: A Dialogue from Religious and Philosophical Perspectives," Manoucher R. Khosrowshahi, Instructor of Government, Tyler Junior College; John H. Nelson, Instructor of Philosophy, Richland College; and Diane Marks Plotkin, Instructor of English, Brookhaven College

Saturday, 9:00–10:15 a.m.—Futura

Round-Table Discussion: "Teaching Introduction to Philosophy"

PHYSICS AND ENGINEERING

Chairperson: THOMAS L. O'KUMA, Lee College

Friday, 9:00–10:30 a.m.—Suite 3001 (Tenth Floor, East Tower)

"Streamlining the Introductory Physics Course," Paul A. Tipler, Professor of Physics, Oakland University, Rochester, Michigan

Saturday, 10:30–11:45 a.m.—Suite 3001 (Tenth Floor, East Tower)

"Computer Utilization in Physics Programs in Texas Community Junior Colleges," Alex Kajstura, Instructor of Physics, Chemistry, and Mathematics, Northeast Texas Community College

PSYCHOLOGY

Chairperson: MARTHA M. EWING, Collin County Community College–Spring Creek Campus

Friday, 9:00–10:30 a.m.—2001 Ballroom–Space 3 (West Tower)

"Enhancing the Quality of Undergraduate Education in Psychology," Douglas A. Bernstein, Professor and Chair, Department of Psychology, University of Illinois

Saturday, 9:00–11:45 a.m.—2001 Ballroom–Space 2 (West Tower)

"Active Learning: How to Make Critical Thinking a Reality in the Introductory Psychology Course," Karen Huffman, Instruct of Psychology, Palomar College, San Marcos, California

Panel Discussion: "Ties that Bind: Issues on Sexuality," J. Randall Price, Instructor of Psychology, Richland College; Kareen R. Malone, Assistant Professor of Psychology, West Georgia College, Carrollton, Georgia; Gary B. Hodge, Instructor of Sociology, Collin County Community College–Central Campus

RADIO/TELEVISION AND MEDIA

Chairperson: LAWRENCE W. BAKER, JR., Tarrant County Junior College–Northeast Campus

Friday, 9:30 a.m.–12:00 Noon

Field Trip to Tarrant County Junior College–South Campus—Closed Circuit Microwave Television Facility (ITFS)

Panel Discussion: "Licensing, Operations, and Maintenance," Bob Frost, Associate Dean of ITFS; Peggy Quinn, Coordinator of Television Production and Programming; and Bart Palmer, TV Systems Engineer, all of Tarrant County Junior College–South Campus

(NOTE: Transportation will depart from East Tower Motor Lobby at 9:30 a.m., and will return at approximately 12:00 Noon.)

Saturday, 9:00–11:30 a.m.

Field Trip to Richland College TV Studio

Panel Discussion: "Broadcast Quality Television at a Community College: Is It Possible?" Stephen K. Mittelstet, President; Patricia R. Spence, Communications Faculty; Mark Meder and Archie Woodard, College Video Producers, all of Richland College

(NOTE: Transportation will depart from East Tower Motor Lobby at 9:00 a.m., and will return at approximately 11:30 a.m.)

REAL ESTATE

Chairperson: BARBARA A. EUBANKS, Collin County Community College–Central Campus

Friday, 10:45 a.m.–12:15 p.m.—Suite 2201 (Second Floor, East Tower)

"The Myths and Parables of Mandatory Continuing Education (MCE)," Rebecca Osborn, Consultant for Instructional Services, Texas Real Estate Commission

Saturday, 9:00–10:15 a.m.—Suite 2201 (Second Floor, East Tower)

Panel Discussion: "Mandatory Continuing Education"

REGISTRARS

Chairperson: COLETTE M. HILLIARD, Trinity Valley Community College

Friday, 9:00–10:30 a.m.—Meteor

"Institutional Reporting and Audit Requirements," Kenneth Dalley, Director, Education Information Center, Texas Higher Education Coordinating Board, and Byron Tolson, Assistant State Auditor

Saturday, 10:30–11:45 a.m.—Suite 2701 (Seventh Floor, East Tower)

Round Table Discussion. Discussion Leader, Phil W. Ebensberger, Dean of Admissions and Registrar, Northeast Texas Community College

SECRETARIAL SCIENCE

Co-Chairpersons: MARILYN K. ST. CLAIR and SHIRLEY CHENAULT, Weatherford College

Friday, 9:00–10:30 a.m.—Jupiter

"Technology: Savior or Destroyer of Business Education?" Buddy Krizan, Murray State University, Murray, Kentucky

Saturday, 10:30–11:45 a.m.—Enterprise Ballroom–Sector 6

"Forum on Desktop Publishing/Word Processing," Dennis P. Curtin, author of *Word Processing on Microcomputers: Systems and Procedures*

SOCIOLOGY AND ANTHROPOLOGY

Chairperson: GLENN C. CURRIER, Dallas County Community College District–Service Center

Friday, 10:45 a.m.–12:15 p.m.—Meteor

"Primetime Society: An Analysis of Television and Culture," Conrad Kottak, Professor of Anthropology, University of Michigan

Saturday, 9:00–10:15 a.m.—Meteor

"Cities: A Discussion of Current Social Science Perspectives," Conrad Kottak, Professor of Anthropology, University of Michigan, and William Kornblum, Professor of Sociology, City University of New York

SPEECH AND DRAMA

Chairpersons: DESIREE M. RUSSELL, Del Mar College

Friday, 10:45 a.m.–12:15 p.m.—Concorde

"The Musical Revue: An Alternative to 'Big' Productions," Stacy E. Schronk, Assistant Professor of Drama and Director of Theatre Arts, Tarrant County Junior College–Northeast Campus

Saturday, 9:00–10:15 a.m.—Concorde

"Teaching Public Speaking from an Audience Centered Perspective," Steven A. Beebe, Professor and Chair, Department of Speech Communication, and Susan J. Beebe, Lecturer, Department of English, Southwest Texas State University

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)

President: DEANA L. LUSK, Midland College

Program Chairperson: DAVID A. WELLS, Tarrant County Junior College–Community Campus

Friday, 9:00–10:30 a.m.—Saturn

Meeting of TACEC/JC Executive Board

Friday, 10:45 a.m.–12:15 p.m.—Orbit

"Professional Training for Investigators and Treatment Professionals in Child Abuse," Jane D. Bingham, Director of Special Projects, Tarrant County Junior College–Community Campus

Saturday, 9:00–10:15 a.m.—Orbit

TACEC/JC Subcommittee Meetings

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

President: WILLIAM H. (HOWARD) RAINWATER, Grayson County College

Program Chairperson: BILL R. HUGHES, Texarkana College

Friday, 9:00–10:30 a.m.—Lunar

"From the Catbird's Seat: An Overview of Student Services by an Ex-Dean, Now President," W. R. (Bill) Auvenshine, President, Hill College

Saturday, 10:30–11:45 a.m.—Futura

"Key Management Issues for Deans of Students," Richard Rafes, Vice President and General Counsel, University of North Texas

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: DAVID VAN PARKER, Tarrant County Junior College–Northeast Campus

BEST COPY AVAILABLE

President-Elect: LINDA D. TIMMERMAN, Navarro College

Thursday, 4:30–5:30 p.m.—Jupiter

TAJCCIA Executive Committee Meeting

Friday, 7:30 a.m.–12:00 Noon—Enterprise Ballroom–Sector 5

Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)

7:30–8:00 a.m.—Registration

8:00–9:00 a.m.—"State Impetus for Core Curriculum Development," Ann Lopez, Program Director, and Catherine Parsoneault, Assistant Program Director, Texas Higher Education Coordinating Board

9:00–10:30 a.m.—"Core Curriculum Development and Integration of Competencies: A 'How-to' Session"

10:45 a.m.–12:00 Noon—"Evaluation of the Core Curriculum"

Saturday, 8:00–11:45 a.m.—Enterprise Ballroom–Sector 5

8:00–8:30 a.m.—Registration

8:30–9:15 a.m.—TAJCCIA Business Meeting

Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)

9:30–10:45 a.m.—"Major Issues Affecting Higher Education in the 1990s: A Legislator's Perspective," Ric Williamson, State Representative, District 63

10:45–11:45 a.m.—"Gulf Coast Consortium Common Course Numbering Project," Marc A. Nigliazzo, Vice President and Dean of Instruction, Galveston College

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: DOROTHY E. McNUTT, College of the Mainland

Program Chairperson: MARC A. NIGLIAZZO, Galveston College

Friday, 7:30 a.m.–12:00 Noon—Enterprise Ballroom–Sector 5

Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)

7:30–8:00 a.m.—Registration

8:00–9:00 a.m.—"State Impetus for Core Curriculum Development," Ann Lopez, Program Director, and Catherine Parsoneault, Assistant Program Director, Texas Higher Education Coordinating Board

9:00–10:30 a.m.—"Core Curriculum Development and Integration of Competencies: A 'How-to' Session"

10:45 a.m.–12:00 Noon—"Evaluation of the Core Curriculum"

Saturday, 9:30–11:45 a.m.—Enterprise Ballroom–Sector 5

Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)

9:30-10:45 a.m.—"Major Issues Affecting Higher Education in the 1990s: A Legislator's Perspective," Ric Williamson, State Representative, District 63

10:45-11:45 a.m.—"Gulf Coast Consortium Common Course Numbering Project," Marc A. Nigliazzo, Vice President and Dean of Instruction, Galveston College

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCCDEA)

Chairperson: LINDA H. LOWMAN, San Antonio College

Friday, 9:00–10:30 a.m.—Venus

"A Time to Share"

"Parenting Classes," Linda H. Ruhmann, San Antonio College; Candice H. Bowers, Kilgore College; and Geraldine A. Carey, McLennan Community College

"Schoolage Child Care Classes," Cyndie M. Davis, McLennan Community College, and a representative from Del Mar College

"2 + 2 Project," Catherine M. Mason, American Educational Complex, Marilyn Hardiman, and Mary Patton

Saturday, 10:30–11:45 a.m.—Venus

"Identifying Issues and Developing Action Plans for Community College Child Development Programs," Pat Kennedy, Child Development Coordinator, Eastfield College

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

Chairperson: VERNELL E. WALKER, San Antonio College

Thursday, 10:00 a.m.–4:00 p.m.

10:00–11:30 a.m.—Universe

"Communication and Its Role in Managerial Development," Bob Horton, Director of Managerial Development, E-Systems, Garland; and Tommy Daniels, Department of Managerial Development, Texas Instruments, Plano

12:00 Noon–2:00 p.m.—Luncheon Meeting—Lunar

"The Changing Role of Human Resource Management," Wayne Mondy, Dean of the College of Business, McNeese State University, Lake Charles, Louisiana

3:00–4:00 p.m.—Meteor

Open Discussion with Bob Day, Texas Higher Education Coordinating Board, Austin

3:00–4:00 p.m.—Orbit

New Coordinator's Workshop

Friday, 9:00–10:30 a.m.—2001 Ballroom–Space 1 (West Tower)

"Introductive Chaos Theory and Self-Directed Teams into the Management Course: A New Teaching Approach," Richard L. Daft, Ralph Owen Chair in Management, Vanderbilt University

Saturday, 10:30–11:45 a.m.—2001 Ballroom–Space 1 (West Tower)

"Advantages of Management Development Degrees and Changes Needed to Stay Current," Tracey Maraville, Computer Merchandiser, J. C. Penney Company, Inc., Dallas

Business Meeting and Election of Officers

VOCATIONAL-TECHNICAL EDUCATION

Chairperson: FRED W. FLORES, JR., St. Philip's College

Friday, 9:00–10:30 a.m.—Suite 2301 (Third Floor, East Tower)

"Articulation Between Secondary and Postsecondary Vocational Programs," Billy G. Stockton, Chair, Transportation Technology, and Santiago Urdiales, Automotive Instructor, St. Philip's College

Saturday, 10:30–11:45 a.m.—Suite 2301 (Third Floor, East Tower)

"Information Services—Industry and Academics," Gregg LeMaster, Supervisor of Data Base Administration, ARCO Oil and Gas Company, Dallas

WELDING

Chairperson: ROGER J. BARRERA, St. Philip's College

Friday, 9:00 a.m.–1:30 p.m.

Tour of the Victor Equipment Company. Tour Organizer and Sponsor: Ben Jezek, Application Technical Service Manager *(NOTE: Transportation will depart from East Tower Motor Lobby at 9:00 a.m., and will return at approximately 1:30 p.m.)*

Saturday, 9:00–10:15 a.m.—Suite 3001 (Tenth Floor, East Tower)

"Certifications for the Welding Industry," Ed Dato, Past President, American Welding Society; and L. Dewayne Roy, Member, American Welding Society; Welding Instructors, Mountain View College

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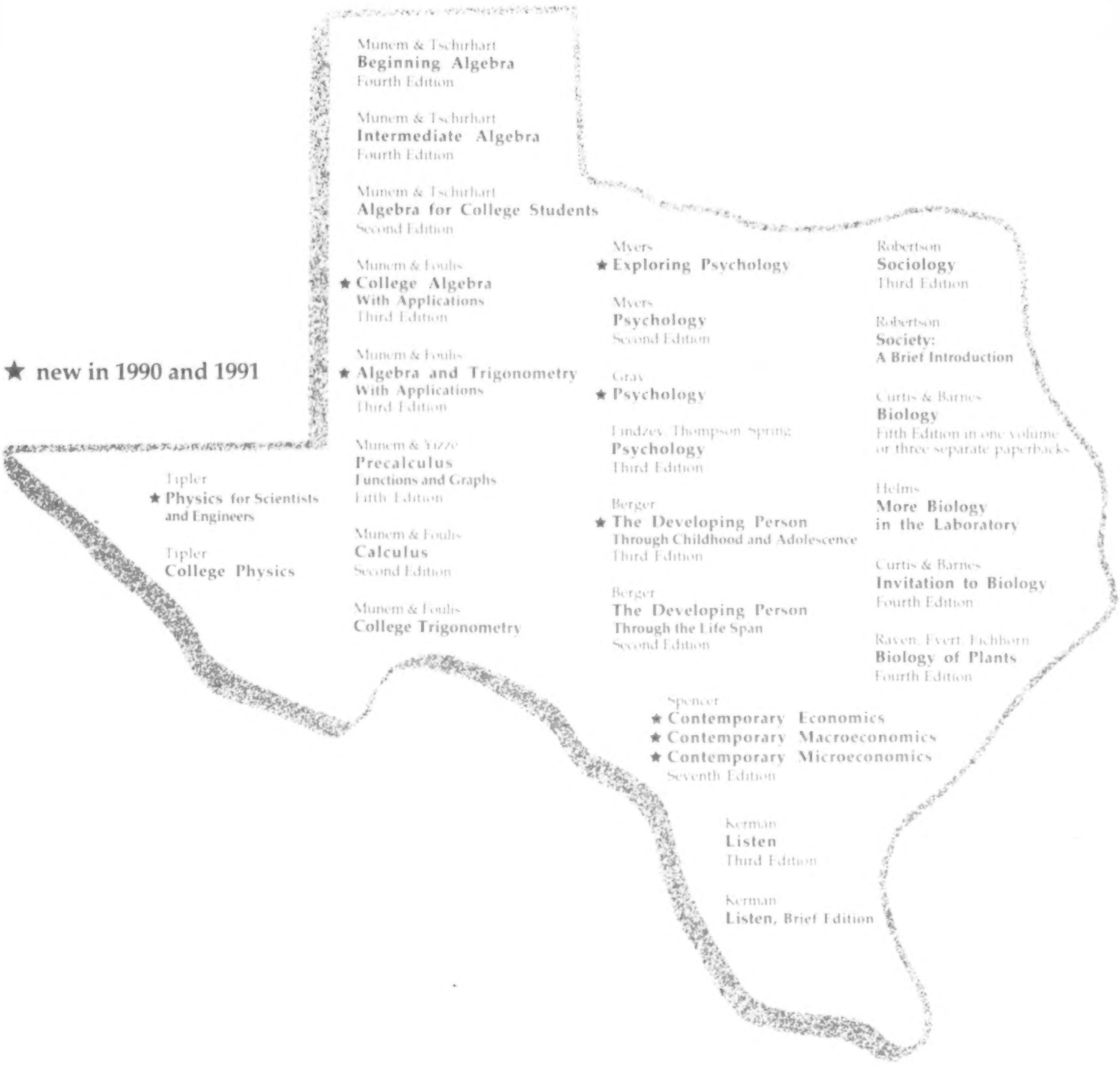

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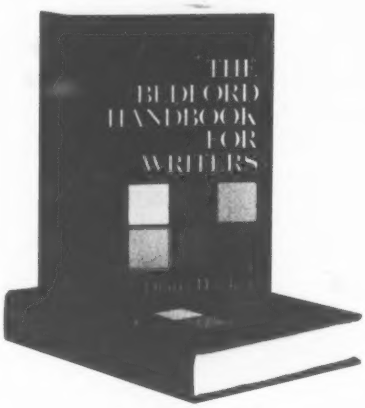

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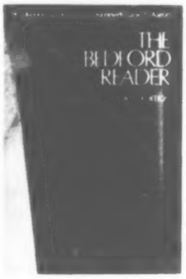

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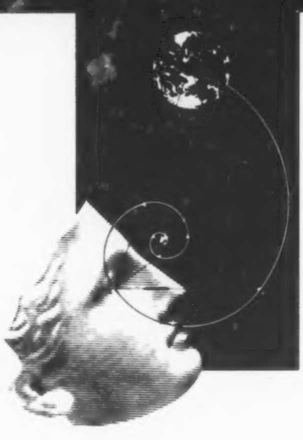

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REVISIONS PROPOSED IN TJCTA CONSTITUTION AND BYLAWS

Sixteen years ago, in the 1975 TJCTA convention, association members adopted the Constitution and Bylaws which have served the organization since that time. There have been numerous amendments over the years. Last spring, the Executive Committee authorized establishment of an *ad hoc* committee to study the current documents and review various proposals for amendments. Following is a complete copy of the Constitution and Bylaws with proposed changes. The omnibus amendments (in the form of "clean," new documents) will be presented for discussion at the first General Session of this year's TJCTA convention. Under provisions of the Constitution, the documents will be discussed and proposed changes will be considered, and final action for adoption of the revised Constitution and Bylaws will come in the 1992 convention.

The *Ad Hoc* Committee on Constitutional Revision consists of five former state presidents of the association: Lawrence Bell, Tarrant County Junior College–Northeast Campus, chairperson; Doris Burbank, Alvin Community College, vice chairperson; Mary R. Parker, Austin Community College; Larry G. Shirts, North Harris County College–South Campus; and Michael A. White, McLennan Community College.

PROPOSED OMNIBUS AMENDMENTS
to the
CONSTITUTION AND BYLAWS
# of the
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Proposed revisions in the text are indicated as follows: A line is drawn through text proposed to be deleted. Text proposed to be added is underlined.

CONSTITUTION
of the
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Preamble

Dedicating ourselves to the pursuit of excellence in teaching and to the advancement of ~~community and junior college~~ education in the community, junior, and technical colleges of ~~State of~~ Texas,

We, the ~~community and junior college~~ educators in the community, junior, and technical colleges of Texas, do hereby establish this CONSTITUTION.

Article I
Official Name and Relationship With Other Professional Associations

Section 1. This organization shall be called the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION, and is hereinafter referred to as "the Association."

Section 2. The Association will cooperate with other professional organizations in matters of mutual concern and interest but shall become formally affiliated with another organization only by adoption of an amendment to this Constitution.

Article II
Meetings

The membership of the Association shall meet in general convention once each year. The date, time, and location of the annual convention shall be determined by the Executive Committee.

Article III
Membership

There shall be ~~established~~ the following categories of membership in the Association:

Section 1. *Professional Members.* Any educator engaged in professional activities as a full-time employee of a ~~community or junior~~ community, junior, or technical college in ~~the State of~~ Texas is eligible for professional membership in the Association. Additionally, any educator employed full-time by a four-year or upper-level university and who is assigned responsibilities principally in a program leading to a certificate or degree below the baccalaureate level is eligible for professional membership. ~~This provision is intended to include~~ These provisions apply to individuals whose primary responsibilities are within the areas of instruction, administration, ~~counseling~~ student services, learning resource services, media services, consultation, and research.

Section 2. *Associate Members.* Any employee of a ~~community or junior~~ community, junior, or technical college in ~~the State of~~ Texas not eligible for professional membership ~~or any former professional member who has retired from full-time educational employment~~ is eligible for associate membership in the Association. This provision ~~is intended to include~~ applies to part-time instructors~~, retired professional personnel,~~ and college staff members generally considered classified personnel.

Section 3. *Retired Employees.* Any individual who has retired from full-time professional employment in a community, junior, or technical college in Texas is eligible for professional membership or associate membership, at the individual's own option.

Section ~~3~~ 4. *Student Members.* Any student enrolled in an accredited institution of higher education ~~in pursuance of a degree in community or junior college education~~ who is not eligible for professional or associate membership is eligible for student membership in the Association.

Section ~~4~~ 5. *Institutional Members.* ~~Any accredited community or junior college in the State of Texas~~ Any community, junior, or technical college in Texas which has been granted membership or candidacy for membership in the Commission on Colleges of the Southern Association of Colleges and Schools is eligible for institutional membership in the Association.

Section ~~5~~ 6. *Unaffiliated Members.* Any friend of the Association not eligible for the foregoing types of membership is eligible for unaffiliated membership in the Association.

Article IV
Dues

Membership dues shall be established in the bylaws of the Association.

Article V
Fiscal and Membership Years

Section 1. *Fiscal Year.* The fiscal year of the Association shall begin April 1 each calendar year and shall end March 31 of the next calendar year.

Section 2. *Membership Year.* The membership year of the Association shall begin September 1 each calendar year and shall end August 31 of the next calendar year. Membership shall be effective September 1 each year for members whose dues are paid by October 15; thereafter, membership shall become effective upon payment of dues.

Article VI
Officers

Section 1. *Officers.* The officers of the Association shall be the President, President-Elect, Vice President, Secretary, Treasurer, and Immediate Past President. The President-Elect shall automatically succeed to the office of President upon the expiration of ~~his/her~~ his or her term of office as President-Elect.

Section 2. *Election of Officers.* Officers of the Association shall be elected in the manner prescribed in the Bylaws of the Association.

Section 3. *Term of Office.* Elected officers of the Association shall be installed effective April 1 following their election. If the election should be held subsequent to April 1, then the elected officers shall be installed effective at the time of their election. Officers shall serve until March 31 of the calendar year following their election, or until their successors have been elected and qualified.

Section 4. *Powers, Responsibilities, and Duties of Officers.* Officers of the Association shall possess such powers and responsibilities and perform such duties as may be prescribed by the Bylaws of the Association.

Section 5. *Vacancies.* In the event of a vacancy in the office of President, the President-Elect shall succeed to the presidency. In the event of a vacancy in the office of President-Elect, the Vice President shall succeed to that position. In the event of a vacancy in the office of Vice President, Secretary, or Treasurer, the Executive Committee~~, hereinafter provided for,~~ shall select an individual to fill the vacancy. A President-Elect who shall have succeeded to the presidency as provided for in this section shall serve for the remainder of the term to which ~~he/she~~ he or she shall have succeeded and shall thereafter serve as President for one full term. A Vice President who shall have succeeded to the office of President-Elect shall serve for the remainder of the term to which ~~he/she~~ he or she shall have succeeded and shall thereafter succeed automatically to the office of President as provided for in Section 1 of this article; provided, however, that if the office of President shall be occupied by an individual who shall have succeeded to that office as provided for under the provisions of this section, the President-Elect shall continue to serve as President-Elect for one full term, and thereafter succeed to the presidency. An individual who shall have been selected to fill a vacancy in the office of Vice President, Secretary, or Treasurer, as provided for in this section, shall serve for the remainder of the term to which ~~he/she~~ he or she shall have succeeded. A vacancy in the office of

BEST COPY AVAILABLE

Immediate Past President shall remain unfilled.

Section 6. *Qualifications*. No person shall be eligible for election to an office in the Association who shall not, at the time of such election, be a professional member of the Association. If any officer, subsequent to the election, shall cease voluntarily to be a professional member of the Association, as provided for in Article III of this Constitution, ~~his/her~~ his or her office shall be declared vacant by the remaining members of the Executive Committee ~~hereinafter provided for~~, and the vacancy shall be filled in the manner prescribed in Article VI, Section 5 of this Constitution~~; except that a vacancy in the office of Immediate Past President shall remain unfilled~~.

Section 7. *Removal from Office*.

(A) An individual may be removed from office for failure to carry out the duties of office prescribed in the Constitution and Bylaws, failure to carry out responsibilities assigned by the President or Executive Committee, or actions detrimental to the best interests of the Association.

(B) A motion to remove an individual from office may be made by any officer at a regular or called meeting of the Executive Committee. An affirmative vote of at least four members of the Executive Committee is required to sustain the motion to remove an officer.

(C) If the motion is sustained, the individual subject to the removal motion may accept the action of the Executive Committee and resign from office.

(D) The individual subject to the removal motion may request within 10 days a hearing on the charges. Such hearing shall be held as soon as possible after the vote of the Executive Committee, but not later than 30 days following the vote. The hearing shall be called by the President (or the Immediate Past President if the President is the officer subject to the removal motion). The hearing panel shall be composed of five former officers of the Association, none of whom may have been a member of the Executive Committee for the 24 months immediately preceding the hearing. Two members of the hearing panel shall be selected by the Executive Committee; two members shall be selected by the officer requesting the hearing; and the four members thus chosen shall select the fifth member. The hearing panel shall select its own chairperson and establish its own rules of procedure, consistent with commonly recognized principles of due process.

(E) If the individual officer fails to submit a written resignation or to request a hearing within 10 days of adoption of the motion by the Executive Committee, the office shall be declared vacant.

(F) Upon completion of the hearing of charges against the officer and the refutation of those charges, the hearing panel shall vote on the question, "Is the evidence sufficient to sustain the prior action of the Executive Committee to remove the individual from office?" If at least four members of the hearing panel vote to sustain the Executive Committee action, the officer immediately shall be removed from office.

(G) At any time during the proceedings set forth in this Section up to the announcement of the vote of the hearing panel, the officer against whom removal action has been taken may resign from office, whereupon further proceedings shall cease.

(H) In the case of resignation or removal from office as provided in this Section, a vacancy shall be filled as provided in Section 5 of this Article.

Section 8. *Liability*. An officer of the Association shall not be liable to the Association or its members for monetary damages for an act or omission in the officer's capacity as an officer, except that this Section does not eliminate or limit the liability of an officer for:

(A) A breach of an officer's duty of loyalty to the Association or its members;

(B) An act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law;

(C) A transaction from which an officer received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the officer's position; or

(D) An act or omission for which the liability of an officer is expressly provided for by statute.

If the Texas Non-Profit Corporation Act is amended hereafter to authorize action further eliminating or limiting the personal liability of officers, then the liability of an officer of the Association shall be eliminated or limited to the fullest extent permitted by such statutes, as so amended. Any repeal or modification of this Section shall not adversely affect any right or protection of an officer of the Association at the time of such repeal or modification.

Section 9. *Indemnification*. Each person who at any time shall serve, or shall have served, as an officer, employee, or agent of the Association, or any person who is or was serving at the request of the Association as an officer, trustee, employee, agent, or similar functionary of another association, corporation, trust, employee benefit plan, or other enterprise (hereinafter referred to as "Indemnitee") shall be entitled to indemnification as and to the fullest extent permitted by the Texas Non-Profit Corporation Act or any successor statutory provision, as from time to time amended (hereinafter referred to as the "Statute"). The foregoing right of indemnification shall not be deemed exclusive of any other rights to which those to be indemnified may be entitled as a matter of law or under any agreement or other arrangement.

The Association shall pay in advance or reimburse Indemnitee expenses actually and reasonably incurred or anticipated by him or her in connection with his or her appearance as a witness or other participant in a proceeding whether or not her or she is a named defendant or a respondent in the proceeding.

To obtain an indemnification or expense advance, Indemnitee shall submit to the Association, at its State Office, a written request with such information about the expenses incurred or anticipated as is reasonably available to him or her. If the expense advance is to be paid prior to final disposition of the proceeding, there shall be included a written statement of Indemnitee's good faith belief that he or she has met the necessary standard of conduct under the Statute and an undertaking to repay any amount paid if it is ultimately determined those conduct requirements were not met. Upon receipt of the request, the Executive Committee shall determine Indemnitee's entitlement to indemnification or expense advance. If the Indemnitee is a member of the Executive Committee, he or she shall not participate in the committee's deliberations or determination. If the request is rejected, the Association shall notify Indemnitee of such action and the reason(s) therefor. If within 20 days of the Association's receipt of the request, the payment for an approved request is not made or the request for payment is rejected or not acted upon, the Indemnitee shall have the right to an adjudication in any court of competent jurisdiction of his or her entitlement to such indemnification or expense advance. Any such proceeding shall be conducted in all respects as a *de novo* trial on the merits.

Article VII

State Office and Executive ~~Secretary~~ Director

Section 1. *State Office*. A state office for the Association shall be established and maintained in the City of Austin, Texas.

Section 2. *Executive ~~Secretary~~ Director*. An Executive ~~Secretary~~ Director shall be employed by the Executive Committee ~~hereinafter provided for~~. The Executive ~~Secretary~~ Director shall be appointed for a period not to exceed three calendar years. The Executive ~~Secretary~~ Director shall be employed under such terms and conditions as may be established by the Executive Committee.

Article VIII

Committees

Section 1. *Executive Committee*. The Executive Committee of the Association shall consist of the President, President-Elect, Vice President, Secretary, Treasurer, and Immediate Past President.

Section 2. *Standing Committees*. There shall be three standing committees of the Association, as follows: Professional Development Committee, Legislative Committee, and Membership Services Committee. Each standing committee shall consist of ~~twelve~~ 15 members, appointed for terms of three years each. Terms of standing committee members shall be established in such a way as to provide for the expiration of the terms of ~~four~~ five members each year.

Section 3. *Special Committees*. There shall be ~~six~~ seven special committees of the Association, as follows: Nominating Committee, Membership Committee, Resolutions Committee, Auditing Committee, ~~Registration Committee, and Social Committee~~ Convention Committee, Publications Committee, and Election Committee. The Nominating Committee shall consist of seven members, no two of whom shall be from the same college district. Each other special committee shall consist of a number of members as determined by the Executive Committee~~, appointed for terms of one year each~~. Members of all special committees shall be appointed for terms of one year.

Section 4. *Ad Hoc Committees*. The President, with the consent of the Executive Committee, shall have the power to establish and dissolve such *ad hoc* committees as may be considered necessary.

Section 5. *Qualifications*. No person shall be eligible for appointment to any committee of the Association who shall not, at the time of such appointment, be a professional member of the Association. No person shall be eligible to serve on more than one standing committee concurrently. No person may be appointed to a standing committee if any current member of that committee is employed by the same college district as the appointee. However, this provision shall not be construed as to make ineligible from committee membership a person who in changing positions relocates to a college district where another committee member is employed.

Section 6. *Manner of Appointment*. Members of committees shall be appointed by the President, subject to approval by a majority vote of the Executive Committee.

Section 7. *Powers, Responsibilities, and Duties*. Committees of the Association shall possess such powers and responsibilities and perform such duties as may be prescribed in the Bylaws of the Association.

Section 8. *President as Ex Officio Member*. The President shall be a member *ex officio* of all standing, special, and *ad hoc* committees of the Association~~.~~, except the Nominating Committee.

Article IX

~~*Publications*~~ *Publication*

The official ~~publications~~ publication of the Association shall be the ~~*Newsletter and the*~~ *TJCTA Messenger*, to be published in accordance with policies established by the Executive Committee.

Article X

Amendments to Constitution

Section 1. An Amendment to this Constitution shall be proposed by petition of at least 25 professional members of the Association, which must be submitted by November 15 to the President of the Association for publication in the *TJCTA Messenger*.

Section 2. For purposes of discussion, debate, and amendment, a Constitutional amendment proposed in accordance with Section 1 of this Article shall be submitted to the Association at the ~~general meeting~~ annual convention immediately following initial publication in the *TJCTA Messenger*.

Section 3. The Amendment, only in the form in which it emerges from the ~~general~~ annual convention, shall be published in the *TJCTA Messenger* in the succeeding year and may be adopted, unamended, at the next ~~general~~ annual convention by a two-thirds vote of professional members casting votes at the convention ~~and in the manner set forth in Article III, Section 2 of the Bylaws of the Association.~~ and by absentee ballot as prescribed in the Bylaws of the Association.

Article XI
Enactment and Amendment of Bylaws

Section 1. *Enactment of Bylaws.* Bylaws shall be enacted by the Association in its ~~general~~ annual convention.

Section 2. *Amendment of Bylaws.* Proposed amendments to the Bylaws shall be published in the *TJCTA Messenger,* which shall be mailed at least ~~thirty~~ 30 days prior to the ~~general~~ annual convention; provided, however, that this requirement for publication of proposed amendments may be waived by a two-thirds vote of the professional members present and voting at ~~the business~~ a general session of the ~~general~~ annual convention. Amendments to the Bylaws may be adopted by a majority vote of the professional members present and voting at ~~the business~~ a general session of the ~~general~~ annual convention; provided, however, that if the publication rule be suspended as provided in this Section, the vote on adoption of the proposed amendments shall not be taken at the general session in which the publication rule is suspended.

Article XII
Dissolution and Disposition of Assets

In the event of the dissolution of the Association, the Executive Committee shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purposes of the Association in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)~~(3)~~ of the Internal Revenue Code of 1954 as amended (or the corresponding provision of any future United States Internal Revenue Act), as the Executive Committee shall determine. Any of such assets not so disposed of shall be disposed of by the court of competent jurisdiction of the county in which the principal office of the Association is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

BYLAWS
of the
TEXAS JUNIOR COLLEGE
TEACHERS ASSOCIATION

Article I
Membership Dues and
Condition of Membership

Annual dues for the respective categories of membership in the Association shall be as follows:

Section 1. *Professional Members—$25.00*

Section 2. *Associate Members—$15.00*

Section 3. *Student Members—$10.00*

Section 4. *Institutional Members.* Dues of institutional members shall be based on total headcount enrollment for each college district as reported by the Texas Higher Education Coordinating Board~~; Texas College and University System,~~ for the fall semester of the preceding academic year.

District Headcount Enrollment	*Institutional Dues*
~~Less~~ Fewer than 1,000	$100.00
1,000 to ~~1,999~~ 2,499	$150.00
~~Above 1,999~~ 2,500 to 4,999	$200.00
5,000 to 7,499	$250.00
7,500 to 9,999	$300.00
10,000 to 14,999	$350.00
15,000 to 19,999	$400.00
20,000 to 24,999	$450.00
25,000 to 29,999	$500.00
30,000 to 34,999	$550.00
35,000 to 39,999	$600.00
More than 39,999	$700.00

Section 5. *Unaffiliated Members—$15.00*

Section 6. Dues of professional, associate, student, and unaffiliated members shall be used for the general operating expenses of the Association as determined by the Executive Committee. Dues of institutional members shall be used exclusively for defraying expenses of the annual convention and other ~~staff~~ professional development activities sponsored by the Association as determined by the Executive Committee.

Section 7. *Condition of Membership.* Adherence to the Code of Professional Ethics adopted by the Association shall be a condition of professional or associate membership. Interpretation and implementation of the Code shall be responsibilities of the Executive Committee, subject to such actions as may be taken by the Association in its annual ~~business meeting~~ convention. Implementation shall be consistent with commonly recognized principles of due process.

Article II
Voting Privileges

Professional members of the Association shall have the right to vote in elections conducted and business transacted by the organization as hereinafter provided for.

Voting privileges shall not be enjoyed by associate members, student members, institutional members, or unaffiliated members.

Article III
Nominations, Absentee Voting, and Elections

Section 1. *Nominations.*

(A) *Nominations by Nominating Committee.* The Nominating Committee shall submit to the President of the Association a slate of candidates for the offices of President-Elect, Vice President, Secretary, and Treasurer of the Association. The report of the Nominating Committee shall be published in the *TJCTA Messenger* prior to the ~~general~~ annual convention. The report shall include pertinent biographical and professional data concerning candidates nominated for offices in the Association.

(B) *Nominations by Petition.* Names of other candidates may be put before the membership upon submission by them, or in their behalf and with their written consent, of petitions bearing the signatures of at least 75 professional members of the Association. Such nominating petitions shall be submitted not later than December 1 preceding the ~~general~~ annual convention of the Association to the Chairperson of the Nominating Committee. Upon verification of the validity of the signatures, the names of candidates thus nominated shall be included on the official ballot, and biographical and professional data concerning such candidates shall be included in the *TJCTA Messenger* prior to the convention.

(C) *Nominations from the Floor.* Names of other candidates may be placed in nomination from the floor during the ~~business~~ general session of the ~~general~~ annual convention, provided that any such candidate has given his or her prior written consent. Only professional members may offer floor nominations.

Section 2. *Absentee Voting.* Any professional member of the Association ~~who expects to be absent from the general convention~~ may cast a ballot by mail. A form requesting the privilege of absentee voting shall be included in the *TJCTA Messenger* prior to the convention. Any professional member who properly completes the request form and sends it to the State Office shall be provided with an official ballot. The properly marked, unsigned ballot shall be received in the State Office not later than three days immediately preceding the opening of the ~~general~~ annual convention in the official envelope bearing the signature of the voting member. Upon receipt of the ballot in the State Office, an appropriate notation shall be made on the official membership roster of the Association indicating that the member has cast a vote in the election and shall not be entitled to receive a ballot at the time of the convention. All absentee ballots thus cast and received in the State Office as hereinbefore provided shall be delivered to the President of the Association at the time of the annual ~~business meeting~~ convention and shall be transmitted by the President to the ~~tellers~~ Chairperson of the Election Committee so that such ballots may be tabulated together with those cast ~~at the time of the business session.~~ during the convention.

No voting by proxy shall be permitted, and no absentee ballots shall be accepted by any officer or member of the Association except as hereinbefore provided.

Absentee voting shall be permitted for elections of officers of the Association and adoption of Amendments to the Constitution, as provided for in Article X of the Constitution.

~~Section 3. *Majority Vote Necessary for Election.* If no candidate receives a majority of the whole number of votes cast in a contest for an office in the Association, the convention shall ballot a second time between the two candidates receiving the highest number of votes on the first ballot. If the votes should be evenly divided between the two candidates for an office on the second ballot, the candidates shall determine the winner by lot. There shall be no provision for absentee voting in run-off contests.~~

Section 3. The candidate who receives the largest number of votes for each office shall be elected. If the votes should be evenly divided between two candidates for an office, the candidates shall determine the winner by lot.

Article IV
Quorum

In the ~~business~~ general session of the ~~general~~ annual convention of the Association, a quorum shall consist of the number of professional members in attendance, but not less than 200.

Article V
Duties of Officers

Section 1. *President.* The President shall preside over all meetings of the Association and of the Executive Committee. The President shall provide executive leadership at all levels of the Association, issuing such instructions and directives to officers, committees, and employees of the Association as may be necessary to assure the efficient functioning of the organization. The President shall appoint members to Association committees and designate committee chairpersons and vice chairpersons, subject to confirmation by a majority vote of the Executive Committee. The President shall edit and approve all formal communications and statements of policy issued in the name of the Association. The President shall exercise such authority as may be vested in the office by law, by the Association's

Constitution, or by delegation of the Association or its Executive Committee.

Section 2. *President-Elect*. The President-Elect shall preside over meetings of the Association and of the Executive Committee in the absence of the President. The President-Elect shall direct ~~his/her~~ his or her efforts toward the development of an adequate understanding of the operations of the Association in preparation for ~~his/her~~ his or her term as president.

Section 3. *Vice President*. The Vice President shall ~~assume general responsibility for the development of the program at the annual convention, including providing leadership in planning section meetings and coordinating all convention activities. The Vice President shall also assume responsibility for appropriate publicity for the convention and other activities of the Association.~~ preside over meetings of the Association and of the Executive Committee in the absence of the President and the President-Elect.

Section 4. *Secretary*. The Secretary shall be responsible for the maintenance of accurate records of the proceedings of the Association and the Executive Committee.

Section 5. *Treasurer*. The Treasurer shall be responsible for the maintenance of all financial records required by law or by the Association. ~~The Treasurer shall countersign all checks written against Association funds.~~

Section 6. *Immediate Past President*. The Immediate Past President shall provide advice and counsel concerning operation of the business of the Association.

Section 7. *General Responsibilities*. In addition to the foregoing specific duties prescribed for officers of the Association, each officer shall perform other duties and assume other responsibilities as may be delegated by the Association or the Executive Committee.

Article VI
Duties of Committees

Section 1. *Executive Committee*. The Executive Committee shall exercise general managerial authority and responsibility over the work of the Association. It shall establish policies of the Association, consistent with the TJCTA Constitution and actions of the Association in its annual ~~business meetings~~ conventions. It shall adopt the budget of the Association, confirm presidential appointments of committee members, contract for professional services of an Executive ~~Secretary~~ Director and delegate to ~~him/her~~ him or her such duties, responsibilities, and authority as shall be deemed appropriate. The Executive Committee shall establish the general policies of the publications of the Association. It shall exercise all other duties and assume all other responsibilities as may be required by law or directed by the Association.

Section 2. *Professional Development Committee*. As requested or directed by the Executive Committee, the ~~The~~ Professional Development Committee shall promote the professional growth of Association members in all areas of development and performance. It shall maintain awareness of developments on the national, state, and local levels which would affect the professional status of members of the Association. It shall promote, in cooperation with other committees of the Association and as directed by the Executive Committee, the adoption of meaningful policies on academic freedom and responsibility and due process by all ~~community and junior~~ community, junior, and technical colleges in the state. ~~It shall conduct research concerning faculty salaries and fringe benefits and other research required by the Association or by the Executive Committee. The Professional Development Committee shall conduct inquiries as may be deemed appropriate into the employment status of professional members of the Association, under policies and procedures adopted by the Executive Committee.~~

Section 3. *Legislative Committee*. The Legislative Committee shall develop and present to the Executive Committee recommendations concerning legislation affecting members of the Association and the profession. It shall promote and encourage greater interest in legislative matters on the part of the members of the Association.

Section 4. *Membership Services Committee*. The Membership Services Committee shall investigate proposals, offers, suggestions, and plans for additional benefits for Association members and transmit its recommendations to the Executive Committee. ~~and to the general convention of the Association.~~

Section 5. *Nominating Committee*. The Nominating Committee shall nominate highly-qualified candidates for offices in the Association.

Section 6. *Membership Committee*. As requested or directed by the Executive Committee, the ~~The~~ Membership Committee shall accept general responsibility for enlisting members in the Association. ~~It shall be responsible for the maintenance of accurate and current information concerning the number of campuses with TJCTA members and the number of members on each campus.~~

Section 7. *Resolutions Committee*. The Resolutions Committee shall carefully study and evaluate proposed resolutions for possible consideration by the Association ~~at~~ in its annual ~~business meeting~~ convention. Each resolution presented in the annual convention must be submitted first to the Resolutions Committee. If the Resolutions Committee declines to submit a proposed resolution for consideration in the annual convention, any professional member of the Association may be recognized to submit the resolution in his or her own behalf.

Section 8. *Auditing Committee*. The Auditing Committee shall conduct a general examination of the fiscal records of the Association, ~~and~~ seek evidence to assure that the fiscal records of the Association have been maintained according to sound auditing procedures~~.~~, and report its findings to the membership.

~~Section 9. *Registration Committee*. The Registration Committee shall assume general responsibility for registration of members and guests attending the general convention, working in cooperation with the Executive Committee, officials of the headquarters hotel, and the host city's convention bureau.~~

~~Section 10. *Social Committee*. The Social Committee shall plan, under the authority of the Executive Committee, the social activities to be held in conjunction with the general convention.~~

Section 9. *Convention Committee*. The Convention Committee shall be assigned appropriate responsibilities in connection with the Association's annual convention, including, but not limited to, providing assistance with registration of members and guests and serving as hosts and hostesses at convention social activities.

Section 10. *Publications Committee*. The Publications Committee shall solicit articles for possible inclusion in the *TJCTA Messenger*; shall referee articles submitted; and shall offer the Executive Committee recommendations regarding changes in publication guidelines and policies concerning such matters as copyright, style, format, and layout of the *TJCTA Messenger*.

Section 11. *Election Committee*. The Election Committee shall have general responsibility for conducting elections of officers and voting on proposed amendments to the Constitution and Bylaws and assuring that voting in such elections is conducted properly and in accordance with provisions of the Constitution and Bylaws.

Section ~~11~~ 12. *General Responsibilities*. In addition to the foregoing specific duties prescribed for committees of the Association, each committee shall perform other duties and assume other responsibilities as may be delegated by the Association or the Executive Committee.

Section ~~12~~ 13. *Quorum*. For all committees of the Association, a quorum shall consist of a majority of the number of members serving on the committee.

Section ~~13~~ 14. *Committee Chairpersons*. The chairperson of each committee may participate fully in committee discussions and deliberations and may vote as does every other member.

Section ~~14~~ 15. *Committee Minutes*. Each committee shall select its own secretary who shall prepare a report of each meeting and file one copy with the State Office, one copy with each member of the committee, and one copy with ~~each member of the Executive Committee~~ the President.

Section ~~15~~ 16. *Public Statements*. No statement, news release, public announcement, circular letter, or other communication shall be issued on Association stationery or under the Association's logo or in the name of the Association or any of its officers or committees unless it shall have been specifically authorized and approved by the President or by the Executive Committee.

Section ~~16~~ 17. *Committee Meetings*. ~~Committees~~ Each committee shall meet at the call of the chairperson; provided, however, that a majority of the duly appointed committee members may submit a formal request to the chairperson for the calling of a meeting of the committee. Within ~~thirty~~ 30 days following the delivery of such request, the chairperson of the committee shall set a definite date, time, and place for a meeting of the committee and notify all members ~~of such information~~.

Section ~~17~~ 18. *Removal of Committee Members*. The Executive Committee shall have the power to declare committee assignments vacant and to authorize the President to appoint replacements to fill such vacancies, provided that any committee member whose position is declared vacant shall first have ample opportunity to be heard by the Executive Committee, and provided further that no action shall be taken by the Executive Committee in pursuance of this section of the Bylaws which shall contravene any provision of the Constitution of the Association.

Article VII
Checks, Books, and Records

Section 1. *Checks*. All checks drawn against Association funds shall be cosigned by the Treasurer or the President.

Section 2. *Books of Account*. The Association shall keep and maintain correct and complete books and records of account and shall also keep and maintain minutes of the proceedings of the Association's annual conventions and meetings of the Executive Committee. Such books, records, and minutes shall be maintained in the State Office of the Association and may be inspected by any member for any proper purpose with reasonable notice and during normal business hours.

Section 3. *Independent Audit*. The Executive Committee shall cause the books of the Association to be audited at the close of each fiscal year by an independent certified accountant selected by the committee. Copies of the report of the auditor shall be provided to members of the Executive Committee and the Auditing Committee and shall be available in the State Office of the Association for inspection by any member with reasonable notice and during normal business hours.

Article ~~VII~~ VIII
Rules of Procedure

The Association shall have authority to make its own rules of procedure in the conduct of its business. When not otherwise provided, *Robert's Rules of Order (Newly Revised)* shall govern parliamentary procedure.

BEST COPY AVAILABLE

WELLNESS NETWORKING MEETING TO BE HELD

V. Sue Jones

Deborah Youngblood

Community college faculty, staff, and administrators interested in wellness programs and health promotion will meet during this year's TJCTA convention. The "networking" session is sponsored by the TJCTA Membership Services Committee.

The session is scheduled to begin at 4:15 p.m., Friday, Feb. 22, in the Universe Room of the Hyatt Regency DFW.

The discussion will be led by V. Sue Jones, chairperson of the physical fitness technology program at North Lake College, and Deborah Youngblood, wellness coordinator for San Jacinto College–Central Campus.

Individuals from colleges with wellness programs in place and those at institutions considering establishment of such programs are invited to join the informal discussion. Brochures and other materials may be brought to be exchanged with other participants during the session.

PROGRAM ANNOUNCED FOR RETIREMENT SEMINAR

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention. The session is scheduled to begin at 4:15 p.m., Friday, Feb. 22, in Space 1 of the 2001 Ballroom at the convention hotel, the Hyatt Regency DFW.

Lorraine H. Clark

Principal speaker for the meeting will be Lorraine H. Clark, associate area representative for worker equity with the American Association of Retired Persons (AARP). Dr. Clark will discuss "Planning for Retirement," and will focus on the importance of psychological and emotional preparation for the stress which often accompanies retirement at the close of a long and busy career. Among other topics in her presentation, Dr. Clark will discuss the management of time and coping with boredom, which many retirees experience.

Dr. Clark holds the Bachelor of Arts degree from Duke University and the Master of Science and Ph.D. degrees from East Texas State University. She has completed post-doctoral studies in gerontology at the University of Southern California and the University of North Texas. A member of the American Psychological Association, the Gerontological Society, the Southwest Society on Aging, Dr. Clark is past president of the Association of Adult Development and Aging, a division of the American Association for Counseling and Development.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by Mary Barker, Odessa College, a member of the committee. During the session, Doris Patrick, Austin Community College, will report on a survey of benefits offered to retired faculty by Texas two-year colleges.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the tenth consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances.

Pamela K. Ahlers

Pamela K. Ahlers, a certified public accountant *and* a certified financial planner, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 22. The seminar will be repeated at 12:30 p.m., the same day.

Ms. Ahlers is a registered investment adviser, engaged in the practice of financial planning and implementation for individuals and small businesses. She has over 15 years' business experience and holds a degree in accounting from the University of Houston. She is active in the business community and was honored as "Outstanding Business Woman" in 1988 by the Federation of Houston Professional Women.

A partner in the firm of Ahlers & Stoll, certified public accountants, in Houston, Ms. Ahlers holds professional memberships in the American Institute of Certified Public Accountants and in the Institute of Certified Financial Planners.

Ms. Ahlers is expected to focus on the day-to-day management of financial resources and discuss the importance of establishing a planned financial program as early as possible in one's professional career.

Plans for this year's financial planning seminar were developed by the TJCTA Membership Services Committee chaired by Ellen H. Brennan, San Antonio College. Ms. Ahler's appearance was arranged by Kenneth N. Locke, Blinn College, and Patsy Goss, San Jacinto College–Central Campus, members of the committee.

TRANSPORTATION TO DALLAS ARRANGED FOR CONVENTION PARTICIPANTS

TJCTA members attending this year's convention at the Dallas Fort Worth International Airport may take advantage of free transportation Friday evening from the headquarters hotel to the "West End" district near downtown Dallas.

The arrangements were negotiated with the Hyatt Regency DFW in response to fears that some convention participants might feel isolated at the airport complex during the annual meeting. Convention planners say they don't expect many to participate in the excursion, pointing out that since the convention last met at the DFW complex many more activities have been added to the convention schedule. As in recent years, several major publishers are hosting large parties Friday evening. Also, the annual dance has drawn large crowds later in the evening.

Members wishing to take advantage of the transportation opportunity must sign up at the Message Center in the Enterprise Ballroom foyer by 1:00 p.m., Friday, Feb. 22. A bus will depart from the Hyatt's East Tower Motor Lobby at 6:30 p.m., Friday, and drop passengers off in the "West End" district. The group will be picked up at a designated location at 1:00 a.m. for the return trip to the hotel.

The TJCTA Membership Services Committee has agreed to accept responsibility for maintaining the "sign-in" procedure.

HONORS PROGRAMS TO BE DISCUSSED

A special session on honors programs in community junior colleges has been arranged during the TJCTA convention. The meeting is scheduled from 4:15 to 5:45 p.m., Friday, Feb. 22, in Space 3, 2001 Ballroom, in the West Tower of the Hyatt Regency DFW.

Topic for discussion will be "Honors Programs: Current Status in the Texas Community College." A three-member panel will speak. Following remarks by panel members, the meeting will be opened for discussion among the participants. Panelists will include Dwight Huber, Amarillo College; Peggy A. Brown, Collin County Community College–Central Campus; and Dale T. Knobel, Texas A&M University.

Dale T. Knobel

In his remarks Dr. Knobel will discuss the issue of articulation between honors programs at the state's two-year colleges and those at senior colleges and universities. Dr. Knobel is director of A&M's university honors program. Prior to assuming his present post, he was a professor in the university's history department. He holds the Bachelor of Arts degree from Yale University and the Ph.D. from Northwestern University. In his present position, Dr. Knobel is responsible for managing the university-wide honors curriculum, which enrolls approximately 2,000 students each semester.

Sue Blair, director of the Honors Program at Odessa College, made plans for the session.

BUSINESS CHAIRPERSONS ANNOUNCE MEETING

Chairpersons, directors, and vocational-technical deans of business, office occupations, and computer information systems and data processing divisions at Texas two-year colleges will meet preceding the annual TJCTA convention at the Hyatt Regency DFW. The conference is planned for Thursday, Feb. 21, in Sector 3 of the hotel's Enterprise Ballroom. Registration will begin at 8:30 a.m., with refreshments served.

Eugenia Travis

The opening session at 9:00 a.m. will include a presentation by Eugenia Travis, project director for the Competency-Based Instruction Project at Northeast Texas Community College. Dr. Travis will review literature relative to a competency-based instruction (CBI) system, identify essential components of such a system, and discuss advantages and disadvantages of a CBI system.

The second session, beginning at 10:30 a.m., will include a presentation by Carrie Nelson, associate program director for Technical and Vocational Education, Texas Higher Education Coordinating Board. Dr. Nelson will present an update on the Coordinating Board mandated "2+2" program.

A luncheon session will feature a slide presentation of exemplary technical-vocational programs in Texas.

Reservations for the luncheon must be made by Feb. 15. For reservations or additional information, contact Patricia Green at Temple Junior College (817, 773-9961) or Mark Workman at Frank Phillips College (806, 274-5311).

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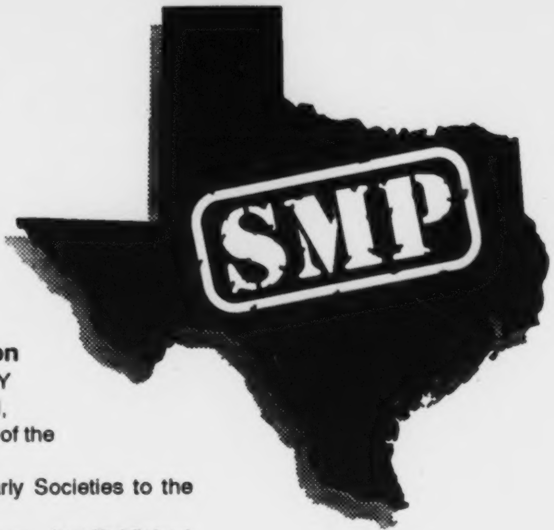

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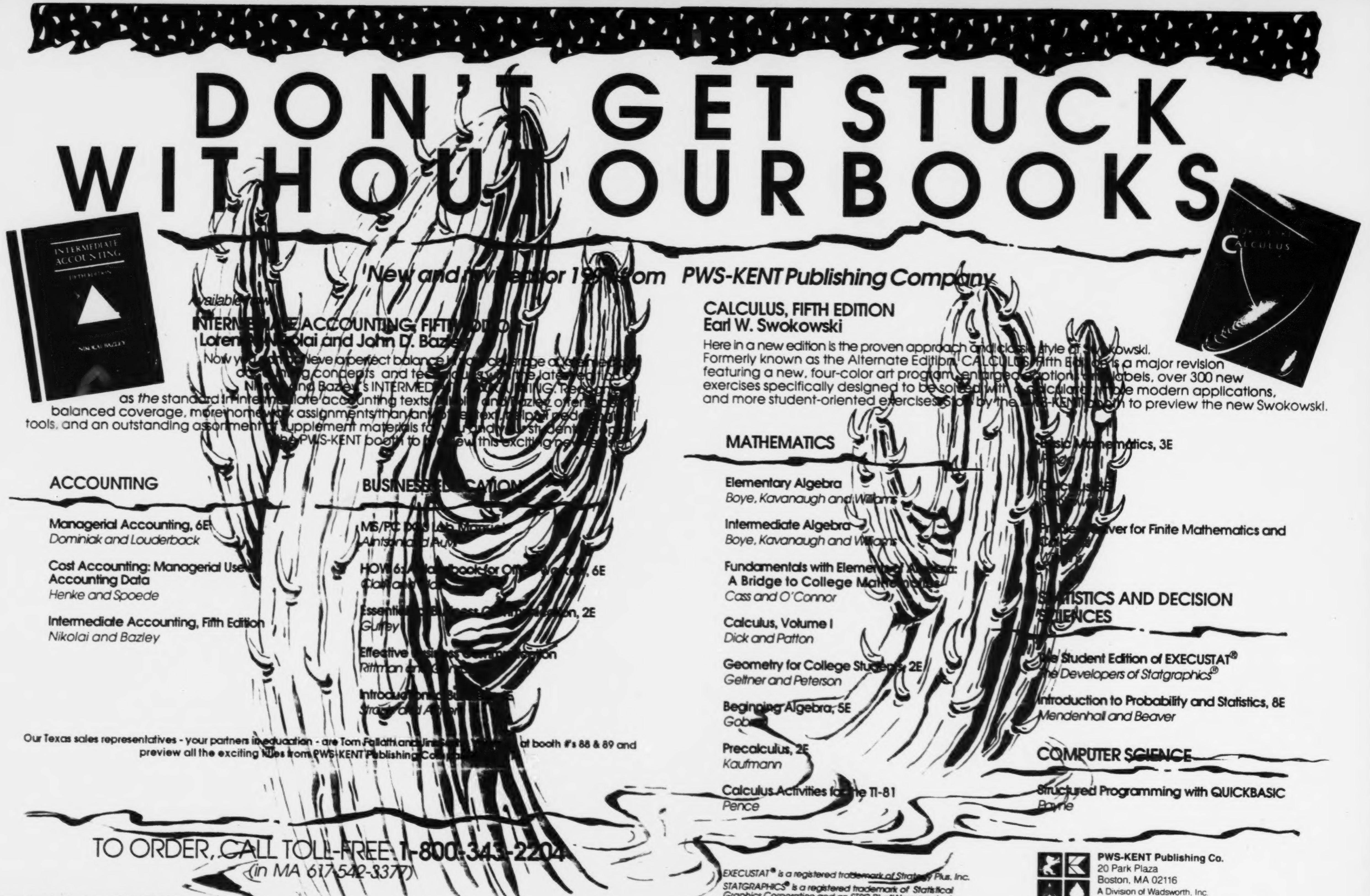

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TOPICS AND SPEAKERS ANNOUNCED FOR SECTION MEETINGS

Judith Shackelford

Jean Stuart Smith

Gerard O'Donovan

Timothy J. O'Leary

Jane D. Bingham

Melvin Whitehurst

Jim Bowles

Jean Conway

Betty Gilfillan

Robert A. Divine

Joyce Swegle

Marie D. Fisher

Brooke Earle Sheldon

Paul T. Tipler

Steven A. Beebe

Susan J. Beebe

ACCOUNTING

TJCTA members attending the Accounting Section meeting Friday will see a demonstration of instructional software developed for classroom use. Nathan Wilber, software editor of the Houghton Mifflin Company's college division, will present the demonstration incorporating electronic transparencies and other computer-driven materials to "script" a classroom presentation.

Saturday's Accounting Section program will consist of a panel discussion on cooperative education.

AGING SERVICES AND EDUCATION

A new section arranged this year for the first time will consider issues confronted by colleges offering education for and about the aged or which provide services to the aging population. Two presentations will be given Friday.

Donnie H. Hagan, director of human resources at McLennan Community College, will speak on "Aging Services and Education: New Responses to New Demands." Mr. Hagan is currently a member of the Texas Board of Licensure for Nursing Home Administrators. He chairs the board's education committee. In his remarks, Mr. Hagan will discuss forthcoming changes in licensure and continuing education requirements for nursing home administrators.

Jo Ann Luckie, Del Mar College, will also speak at the meeting. She presently serves as director of services to special populations at Del Mar. A doctoral student at Texas A&M University, Ms. Luckie is chairperson for the Association for Gerontology in Higher Education study section and is president of the Texas Gerontological Consortium. She will discuss the consortium's work and the development of the Texas Basic Certificate in Gerontology.

Following the speakers' remarks, participants will engage in an informal discussion.

ASSOCIATE DEGREE NURSING

TJCTA members attending meetings of the Associate Degree Nursing Section will hear two speakers. Friday's topic, "Empathic Nursing," will be presented by Judith Shackelford, vice president of operations and chief operating officer at the Willow Creek Hospital in Arlington. Dr. Shackelford received her undergraduate degree in nursing from the University of California, Long Beach; her master's degree in psychiatric-community mental health nursing from the University of California at Los Angeles; and the Ph.D. from The University of Texas at Austin. Her dissertation was titled *The Nature and Evolution of Phenomenological Empathy in Nursing: An Historical Treatment*. Through her research, she developed a conceptual model for empathic nursing care.

Featured speaker at the Saturday ADN section meeting will be Jean Stuart Smith, assistant director of the Tarrant County Junior College School of Nursing. Mrs. Smith will discuss the topic "Can You CAT-Scan Ethics?" In a slide presentation, she will share observations concerning the gap between legal and ethical positions on critical issues in the profession. Mrs. Smith holds the BS degree in nursing from Baylor University and the MS from Texas Woman's University. She has completed postgraduate studies in educational administration at The University of Texas at Austin.

BIOLOGY

Members participating in the Biology Section program Friday will enjoy a field trip to the Fort Worth Botanical Garden Center and Japanese Gardens. A docent-guided tour of the garden center has been arranged. Following the tour, participants may tour the Japanese Gardens for the admission fee of $1. The tour will include the Meditation Garden, Moon Viewing Deck, the Pagoda, and a teahouse complete with rare Koi fish. Bus transportation will leave from the hotel's East Tower Motor Lobby at 9:00 a.m.

Saturday's Biology Section meeting will feature a presentation on "Biotechnology of the '90s," by Gerard A. O'Donovan, professor and chair of the Department of Biological Sciences at the University of North Texas. Dr. O'Donovan holds degrees from University College, in Cork, Ireland, and earned the Ph.D. in microbiology from the University of California, Davis. From 1968 to 1983, he was on the faculty of Texas A&M University in the Departments of Biochemistry and Biophysics. He joined the UNT faculty in 1984, teaching microbiology, genetics, and molecular biology.

BUSINESS ADMINISTRATION

The Business Administration Section meetings will focus on the beginning of the 21st Century. Friday's topic is "The Name of the Game is 'People.'" Featured speaker will be Ricky W. Griffin, professor of management in the College of Business Administration at Texas A&M University. Dr. Griffin holds the MBA and Ph.D. degrees from the University of Houston. He has published articles in numerous professional journals and has been author or co-author of seven books.

Speaker for the Saturday meeting will be Robert J. Hughes, instructor of business administration at Richland College. Dr. Hughes will speak on the topic "Destination 2000: Are We Ready?" He will address the topic from the technological perspective. Dr. Hughes holds the MBA and Ph.D. degrees from the University of North Texas. He is co-author of three books and serves frequently as a consultant for small businesses.

COMPENSATORY/ DEVELOPMENTAL EDUCATION

Compulsory attendance policies for students in developmental education classes will be the subject for discussion in Friday's meeting of the Compensatory/Developmental Section during the TJCTA convention. Sandra Coats, chair of the Communications and Arts Division, Wharton County Junior College, wi[illegible] Dr. Coats, an English instructor at WCJC sin[illegible] has published numerous articles on writing [illegible]ish literature and co-authored (with Anne Sandel) *Paragraph Writing*.

Also on Friday, Paul Beran, developmental studies instructor at the South Campus of North Harris County College, will speak on ways to create writing assignments appropriate for a variety of learning styles. Mr. Beran is a doctoral candidate at Texas A&M University and is an alumnus of the Kellogg Institute for Developmental Education.

A panel from Amarillo College will be featured in Saturday's section meeting. The topic for discussion will be "Offering Access, Assuring Success: the Aim of Developmental Studies." Panel members will include Diana R. Cox, moderator; Judy Hathcock, Therese Jones, Jan Hinds, and R. Eugene Byrd.

COMPUTER INFORMATION PROCESSING

"Emerging Technology" will be the theme for meetings of the Computer Information Processing section. On Friday, Timothy J. O'Leary, associate professor in the Decision and Information Systems Department at Arizona State University, will speak. Dr. O'Leary will discuss emerging technology for hardware, software, and systems. He holds the Bachelor's Degree from Westminster College and received the MBA and DBA degrees from Kent State University. The author of numerous books and articles on computer information systems, Dr. O'Leary is a member of the Decision Science Institute.

Also on Friday, participants will hear Bob Vogt, community college consultant for the International Business Machines Corporation, speak on the topic "Using Technology to Build Partnerships in the 1990s." Dr. Vogt holds a Bachelor's Degree from the University of Akron, a Master's Degree from Kent State University, and a Ph.D. in education from Florida State University.

Featured speaker for Saturday's meeting will be Doug Russell, division marketing representative from the Cognos Corporation, speaking on "Programming for the Twentieth Century—4GL and CASE."

CONTINUING EDUCATION

Featured speaker at Friday's meeting of the Texas Administrators of Continuing Education for Community/Junior Colleges will be Jane D. Bingham, director of special projects for Tarrant County Junior College District. Ms. Bingham's topic will be "Professional Training for Investigators and Treatment Professionals in Child Abuse."

COUNSELING AND STUDENT PERSONNEL SERVICES

The program topic for the Counseling and Student Personnel Services section meeting on Friday will be "The Learning-Disabled Student in the College Classroom." Diane L. Taylor, a teaching Fellow and doctoral candidate at the University of North Texas, will be the speaker.

Saturday's section meeting will feature a discussion on "The Counseling Professional in Private Practice: Learnings and Applications." Featured speaker will be Melvin Whitehurst, senior partner in the firm

Management Paradigms, in Plano. Dr. Whitehurst was formerly director of counseling at Odessa College and Houston Community College. He has been in private practice and consulting since 1983. His practice has focused on marriage and family and group therapy.

CRIMINAL JUSTICE

Dallas County Sheriff Jim Bowles will be the principal speaker at Friday's meeting of the Criminal Justice educators section. He will discuss problems in county jails.

"Women as Chief Administrators" is the topic for Saturday's session. Houston Chief of Police Elizabeth M. Watson will speak.

ENGLISH-AS-A-SECOND LANGUAGE

TJCTA members attending the Friday meeting of the English-As-A-Second-Language Section will hear a discussion on teaching the "English Logic Pattern" to intermediate ESL writing classes. "Sounds Logical to Me!" is the topic of a presentation by Jean Conway, ESL instructor and developmental studies coordinator at Richland College.

Speaker for the Saturday ESL meeting will be Betty Gilfillan, ESL program coordinator at North Lake College. Ms. Gilfillan will discuss a thematic approach used in the listening/speaking ESL summer class last year.

HEALTH OCCUPATIONS

Assuring quality in health care will be the subject for discussion in Friday's meeting of the Health Occupations Section. Featured speaker will be Joyce Ann Swegle, director of nursing quality assurance at Presbyterian Hospital in Dallas and a member of the graduate nursing faculty at Texas Woman's University. After meeting nursing certification requirements in Kansas City, she later obtained a Bachelor of Science degree in psychology from Central Missouri State University, the Master of Science in Nursing degree from Vanderbilt University, and the Ph.D. in nursing from Texas Woman's University. The topic of Dr. Swegle's presentation will be "Collaboration: The Key to Quality Health Care."

Speaker for the Saturday section meeting will be Maria D. Fisher, a member of the faculty in Grayson County College's associate degree nursing program since 1976. She will speak concerning "Retention Strategies for Culturally Diverse Students in Health Science Programs." Ms. Fisher holds the Bachelor of Science in Nursing degree from Baylor University and the Master of Science in Nursing degree from Texas Woman's University.

HISTORY

"The Rise and Fall of the Cold War" is the topic for the History Section meeting Friday. Two eminent historian-authors will address the group. "FDR and the Coming of the Cold War" will be the topic discussed by Frank Freidel, Charles Warren Professor of American History *Emeritus* at Harvard University. Focusing on dramatic events in U. S.-Soviet relations during the past year, Robert A. Divine, George W. Littlefield Professor in American History at The University of Texas at Austin, will speak on the topic "The End of the Cold War?"

Saturday's History Section meeting will feature discussions and demonstrations on "Learning Without Lectures" by two members of the history faculty at Collin County Community College–Spring Creek Campus. Matthew W. Coulter and M. Joe Jaynes will share techniques found to be successful in their teaching of the survey history courses.

LEARNING RESOURCES

Brooke Earle Sheldon, the newly appointed dean of the School of Library and Information Science at The University of Texas at Austin, will be the featured speaker at Saturday's meeting of the Learning Resources Section. Dr. Sheldon's topic will be "Leadership Roles for Resource Specialists." Prior to her current appointment at UT-Austin, Dr. Sheldon served for 13 years in a similar capacity at Texas Woman's University. She has also taught in the Graduate School of Library and Information Science at the University of Pittsburgh and was director of the Management Institute for State Library Heads, National Commission on Libraries and Information Science. In addition, she has held administrative positions in the state libraries of Alaska and New Mexico and has also worked in adult services in public library settings. Dr. Sheldon has held many offices in the American Library Association and served as ALA president in 1983-84.

In Friday's meeting of the Learning Resources Section, George H. Teoh, librarian in the Houston Community College System, will speak on "Database Management Software for Bibliography Generation."

PHYSICS AND ENGINEERING

"Streamlining the Introductory Physics Course" is the topic for discussion at Friday's meeting of the Physics and Engineering Section. Featured speaker will be Paul A. Tipler, a former professor of physics at Oakland University in Rochester, Michigan. He received his Bachelor of Science degree at Purdue University and his Ph.D. at the University of Illinois. He was one of the original members of the physics faculty at Oakland University and played a major role in developing the physics curriculum there. During his 20 years at Oakland, Dr. Tipler taught nearly all the courses in the physics curriculum and wrote two widely used textbooks, *Modern Physics* (1969, 1978) and *Physics* (1976, 1982). In 1982 he moved to Berkeley, California, where he now resides and where he wrote *College Physics* (1987).

SPEECH AND DRAMA

The musical revue as an alternative to "big" productions will be the topic for the Speech and Drama Section in its Friday meeting. Stacy E. Schronk, assistant professor of drama and Director of Theatre Arts at Tarrant County Junior College–Northeast Campus, will speak.

Saturday's meeting will feature a discussion on "Teaching Public Speaking from an Audience Centered Perspective." Speakers will be Steven A. Beebe, professor and chair of the Department of Speech Communication at Southwest Texas State University, and Susan J. Beebe, lecturer in English at SWTSU.

VOCATIONAL-TECHNICAL EDUCATION

In Saturday's meeting of the Vocational-Technical Education Section, participants will hear a presentation on "Information Services—Industry and Academics." Guest speaker will be Gregg E. LeMaster, supervisor of data base administration for ARCO Oil and Gas Company.

Friday's program will consist of a discussion on "Articulation Between Secondary and Postsecondary Vocational Programs." Speakers will be Billy G. Stockton, chair of the transportation technology program, and Santiago Urdiales, automotive technology instructor, both on the faculty of St. Philip's College.

PERSIAN GULF WAR IS ECONOMICS TOPIC

Roger L. Miller

Michael Melvin

Bradley Schiller

Three programs—all dealing with international issues—have been arranged for TJCTA members attending meetings of the Economics Section.

Friday morning's speaker will be Roger LeRoy Miller, from Clemson University's Center for Policy Studies. His topic will be "Emphasizing International Trade in the Economics Principles Courses." Dr. Miller has taught at the University of Washington, the University of Hawaii, and the University of Miami, as well as at Clemson. His publications include scholarly articles in the *American Economic Review* and the *Economic Journal* and scholarly books, such as *Applied Econometrics* and *Unemployment and Inflation*. Additionally, Dr. Miller is a prolific textbook author, having written dozens of college and graduate-level textbooks over the past 20 years. He is the author of *Economics Today*, which has just appeared in its seventh edition.

In a luncheon session sponsored by Houghton Mifflin Company, members will hear Arizona State University economics professor Michael Melvin discuss the integration of international economics in the basic principles courses. A native of Houston, Dr. Melvin holds the Bachelor's Degree from the University of Houston. His Ph.D. was earned at the University of California at Los Angeles. He taught three years in the San Diego Community College system and is now in his tenth year at Arizona State. His research interests lie in international finance and he has published numerous scholarly papers on the topic along with two best selling textbooks in international finance and international economics. In recent years, Dr. Melvin has worked actively to incorporate international economics into the basic principles courses. This effort has resulted in the forthcoming Houghton Mifflin text, *Economics*, co-authored with William Boyes.

Saturday's Economics Section will feature Bradley Schiller, professor of economics at American University's School of Public Affairs. He will discuss the timely topic "The Impact of the Persian Gulf War on the Economy and the Budget." Dr. Schiller holds a Bachelor's degree from the University of California at Berkeley and the Ph.D. from Harvard. He writes frequent columns for the *Wall Street Journal* and the *New York Times* and other journals. His book on *The Economics of Poverty and Discrimination* (Prentice-Hall, 5th ed., 1989) is the standard text for that field; and his principles text, *The Economy Today* (Random House, 4th ed., 1989) is a leading introductory economics textbook. This will be Dr. Schiller's third appearance at TJCTA conventions. He addressed the Economics Section in 1986 and 1989.

BIDDERS CONFERENCE IS SCHEDULED FOR CARL D. PERKINS GRANTS

The 1991 Annual Bidders Conference for Carl D. Perkins Discretionary Grants will be held this year at the Hyatt Regency hotel at the Dallas/Fort Worth International Airport.

The conference will begin at 8:00 a.m., Thursday, Feb. 21, in Sector 1 of the hotel's Enterprise Ballroom. The general session will be followed by breakout sessions focusing on specific aspects of the technical preparatory, equity, and general discretionary grant proposal areas. Following a lunch break, additional meetings will be held from 1:00 to 3:00 p.m. Staff of the Texas Higher Education Coordinating Board will organize the sessions and will be available to answer questions.

Potential bidders must be representatives of Texas postsecondary institutions. Further information concerning the conference may be obtained from Larry C. Key, director of federal projects, Community Colleges and Technical Institutes Division, Texas Higher Education Coordinating Board, P. O. Box 12788, Austin Texas 78711. Dr. Key may also be reached by telephone at Area Code 512, 483-6250.

MEETING PLANNED FOR RETIREES ASSOCIATION

The Texas Junior College Retirees Association will meet in conjunction with the TJCTA convention. The organization will meet Friday, Feb. 22, from 12:30 to 1:45 p.m., in the Jupiter Room of the Hyatt Regency DFW.

Principal speaker will be C. A. Roberson, chancellor of the Tarrant County Junior College District and a member of the Board of Trustees of the Teacher Retirement System of Texas. Mr. Roberson will offer comments and observations concerning potential state action affecting retirees' benefits.

According to Mitchell Grossman, chair of the retiree organization, attendance at the meeting is not restricted to members of the group or to retirees; rather, it is open to all interested individuals.

WRITERS TO ADDRESS ENGLISH SECTION

X. J. Kennedy

Richard Marius

Two nationally acclaimed educator-writers will address the English Section meetings at this year's convention.

Speaker for Friday's meeting will be X. J. Kennedy, whose topic will be "Does Great Writing Intimidate Student Writers?" He will discuss ways to obtain more readable student papers from assignments that deal with literature.

A graduate of Seton Hall University, Columbia University, and the School of French Teachers of the Sorbonne, Dr. Kennedy is widely known for his award-winning poetry, and, in recent years, for his children's literature. He has published seven books of children's verse and a novel for children ages 8 to 12, *The Owlstone Clown*.

Until 1979, Dr. Kennedy was a professor of English at Tufts University. He has also taught at the University of Michigan, the University of California, Irvine; the University of North Carolina, Greensboro; Wellesley College; and Leeds University, where he was Bruern Fellow in American Civilization. Dr. Kennedy gained recognition as a poet when his first collection, *Nude Descending a Staircase* (Doubleday, 1961), won the Lamont Award of the Academy of American Poets. His latest collection, *Cross Ties; Selected Poems* (University of Georgia Press, 1985), received the *Los Angeles Times* book award for poetry. His poems have been heard on the *Today* show and Garrison Keillor's *Prairie Home Companion*.

More than one and a half million college students have used Dr. Kennedy's textbooks, including *An Introduction to Poetry*, *An Introduction to Fiction*, *Literature*, and (with Dorothy M. Kennedy) *The Bedford Reader* and *The Bedford Guide for College Writers*.

Featured speaker for the Saturday meeting of the English Section will be Richard Marius, director of expository writing at Harvard University. He will discuss strategies for teaching revision in the writing process. His topic will be "Vision and Revision: Strategies for Student Writers."

Born on a farm in Tennessee, Dr. Marius worked in a small country newspaper for five years while finishing high school and earning a journalism degree at the University of Tennessee, Knoxville. He later earned the MA and Ph.D. degrees from Yale University.

Dr. Marius directs Harvard's required freshman English course. His program includes a large writing center and interdisciplinary work in writing across the undergraduate curriculum. He also teaches a popular advanced writing course, and in 1990 the student government at Harvard gave him the Levenson Award for outstanding teaching by a member of the senior faculty.

Dr. Marius is the author of two biographies, *Luther* (1974) and *Thomas More* (1984). *Thomas More* was a finalist in the nonfiction category of the American Book Award. He has published two novels, *The Coming of Rain* (1969) and *Bound for the Promised Land* (1976). His third novel will appear in 1991. He has published many articles about the teaching of writing, and he has written or co-authored three writing textbooks. Since 1986, Dr. Marius has directed a two-week "Governor's Academy for Writing" in summers for Tennessee teachers from kindergarten through twelfth grade to help them teach writing more effectively. By 1990 over 1200 teachers had attended the Academy, and Tennessee's governor has made him a Tennessee Colonel.

"ACTIVE LEARNING" IS PSYCHOLOGY TOPIC"

Douglas Bernstein

Karen Huffman

J. Randall Price

Psychology instructors attending Friday's section meeting will hear a discussion on "Enhancing the Quality of Undergraduate Education in Psychology." The speaker will be Douglas A. Bernstein, professor and chair of the Department of Psychology at the University of Illinois. He holds the Bachelor of Science degree from the University of Pittsburgh and the Master of Arts and Ph.D. degrees from Northwestern University. He joined the faculty at the University of Illinois in 1968. Dr. Bernstein is a prolific writer, and his articles have appeared in many scholarly journals. He has written and spoken frequently on behavior modification in treatment of fear, stress, and anxiety. He is author of the introductory psychology textbook, *Psychology*.

Two programs will be offered for an extended meeting of the Psychology Section on Saturday.

Karen R. Huffman, of Palomar College in San Marcos, California, will speak on "Active Learning: How to Make Critical Thinking a Reality in the Introductory Psychology Course." Dr. Huffman earned her BA and MS degrees at San Diego State University. A member of the Palomar faculty since 1978, Dr. Huffman currently offers courses in introductory psychology, human sexuality, child psychology, and social psychology. In 1988, she was awarded the American Psychological Association's award for excellence in teaching in the two-year college. Author of an introductory psychology text, along with two colleagues, Dr. Huffman has also written several text-related study guides, instructors' manuals, and test banks, in addition to a book of computer activities. The citation accompanying the APA teaching excellence award stated: "For her love of teaching; for her widely acknowledged skills in passing on her views, concerns, and enthusiasm for psychology to her students; for her willingness to innovate in the classroom; and in recognition of her knowledge of the teacher's broader role as a member of the academic community; this award was given to Dr. Karen R. Huffman."

The final program will consist of a panel discussion on the teaching of human sexuality. Panelists will include J. Randall Price, Richland College; Kareen R. Malone, West Georgia College (Carrollton, Georgia); and Gary B. Hodge, Collin County Community College–Central Campus.

BUSH PRESIDENCY TO BE DISCUSSED

George C. Edwards III

Cynthia Stevens Kent

"The Bush Presidency at Mid-Term" will be the topic for discussion in Friday's meeting of the Government Section. Featured speaker will be George C. Edwards III, Distinguished Professor of Political Science at Texas A&M University. One of the nation's leading scholars of the presidency, Dr. Edwards has written over a dozen books on American politics and public policy making, including *At the Margins: Presidential Leadership of Congress*, *Presidential Approval*, and *National Security and the U.S. Constitution*. He has served as president of the Presidency Research Section of the American Political Science Association. A frequent speaker at universities around the country, he is also often asked to address groups of distinguished foreign observers both here and abroad. Dr. Edwards currently serves on the executive committee of a study for the Center for Strategic and International Studies on congressional management of defense policy.

Speaker for the Saturday session will be Cynthia Stevens Kent, judge of the 114th Judicial District of Texas. Topic of her presentation will be "The Role of the Texas Judiciary for the 1990s." Judge Kent previously served as judge of the Smith County Court at Law, and prior to that she was in the private practice of law. She is co-author of the *Texas District Judges Benchbook*. She is also on the faculty of the Judicial Training Seminar and the Texas College for New Judges. Judge Kent, the first woman elected to the judiciary in Smith County and the first Republican to win any election in Wood County, has introduced several innovative programs to East Texas, including the "home arrest" program, use of interlock devices, and enforcement of restitution and community service sentences for DWI offenders. She has also introduced a number of rehabilitation programs for alcohol and drug abusers.

PHILOSOPHY SECTION TO HEAR PANEL

Manoucher Khosrowshahi

John H. Nelson

Interest is expected to be keen in the topic for a panel discussion in Friday's meeting of the Philosophy Section. The topic will be "The Middle East Confrontation: A Dialogue from Religious and Philosophical Perspectives." Panelists will be Manoucher R. Khosrowshahi, government instructor at Tyler Junior College; John H. Nelson, philosophy instructor at Richland College; and Diane Marks Plotkin, a member of the adjunct English faculty at Brookhaven College.

A native of Iran, Dr. Khosrowshahi holds a Bachelor's Degree from the National University of Iran, a Master's Degree from Tehran University, and a Ph.D. in political science from the University of North Texas. He has been on the Tyler Junior College faculty since 1987, and prior to that appointment taught at Texas College and at the Northwest Campus of Tarrant County Junior College.

Mr. Nelson holds the Bachelor's and Master's Degrees from Wichita State University. He has been on the Richland College faculty since 1975, teaching religion and philosophy courses

Dr. Plotkin is a native of Milwaukee. She holds Bachelor of Arts and Master of Arts Degrees from The University of Texas at Dallas and received the Ph.D. in humanities from The University of Texas at Arlington. She concentrated her doctoral studies on the history and literature of the Holocaust. Her dissertation *A Historiographic Analysis of a Survivor's Narrative*, is based on a detailed oral history of a Holocaust survivor. Dr. Plotkin has been an adjunct instructor in English at Brookhaven College and at the Spring Creek Campus of Collin County Community College. In addition to her teaching activities, she is the program and development associate for the Dallas Memorial Center for Holocaust Studies.

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HEADQUARTERS HOTEL "SOLD OUT;" OVERFLOW HOUSING ARRANGED

Almost one month prior to the opening of the 1991 TJCTA convention, the headquarters hotel was booked to capacity. More than 1,000 rooms had been reserved by convention-goers at the Hyatt Regency hotel, located within the Dallas/Fort Worth International Airport complex.

Additional rooms have been blocked at two hotels a short distance from the Hyatt Regency. At press time, rooms were still available at the DFW Airport Marriott hotel and at the DFW Hilton Executive Conference Center. Both hotels have agreed to honor the Hyatt's special convention rates and to accept reservations on a "space available" basis. Members may make reservations by using the form below or by calling the hotels at the telephone numbers shown on the form.

If the Marriott and Hilton hotels sell out of rooms, other room blocks will be arranged, according to TJCTA officials.

If, as expected, a large number of convention attendees book reservations at the overflow hotels, a shuttle bus will run continuously between the hotels during convention hours (from 6:00 to 10:00 p.m., Thursday, Feb. 21; from 7:00 a.m. to 7:00 p.m., Friday, Feb. 22, and from 8:00 a.m. to 12:00 Noon, Saturday, Feb. 23). Additionally, all three hotels have agreed to assist on a limited basis if individuals need transportation when the shuttle is not operating.

Free Parking

Free parking will be provided for guests at all convention hotels as well as for individuals driving to the Hyatt but staying elsewhere. As automobiles enter the airport complex, tickets will be received at the toll booths. The tickets may be validated at the hotel front desk on registration or by the hotel bell captain upon presentation of a TJCTA convention badge.

Officials stressed that a validated parking ticket must be presented to exit the airport complex, otherwise the driver will be required to pay the customary parking charge.

SPECIAL INFORMATION FOR AIR TRAVELERS

Members traveling to the 1991 TJCTA convention by plane should to allow more time than usual due to tightened security measures enforced as a result of the Persian Gulf war. Check-in procedures have been changed at all airports, resulting in inconvenience and delays for air travelers.

Upon arrival at the Dallas/Fort Worth airport, passengers may obtain free courtesy transportation to their hotels. In the baggage area of each terminal there are direct telephone lines to all three convention hotels. Guests should be prepared to inform the hotel transportation desks of their gate numbers. They will be directed to proceed downstairs to wait for the hotel van or bus.

Passengers arriving on American Airlines might prefer to take the short walk to the Hyatt Regency hotel. Directions may be obtained from airport security personnel.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
44th Annual Convention
Hyatt Regency Hotel — Dallas/Fort Worth International Airport — February 21-23, 1990

HOTEL RESERVATION FORM

SEND RESERVATION FORM TO:

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8440 Freeport Parkway
Irving, Texas 75063
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Direct Telephone Number: Area Code 214, 929-8800
Fax Number: Area Code 214, 929-6501

or

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1800 Highway 26 East
Grapevine, Texas 76051
Toll Free Telephone Number: 1-800-645-1019
Direct Telephone Number: Area Code 817, 481-8444
Fax Number: Area Code 817, 481-3160

Please reserve _____ room(s) of the type(s) checked below:

Check accommodations desired:	Rate:
_____ Single Room (1 person)	$ 65
_____ Double Room (2 persons)	$ 70
_____ Triple Room (3 persons)	$ 78
_____ Quad Room (4 persons)	$ 78

Arrival Date: Feb. ____, 1991 Arrival Time: *______ ___.m. Departure Date: Feb. ____, 1991

(Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

**Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night's lodging.*

☐ *Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:*

Type ______________________ *Number* ______________________ *Expiration Date* ______________

IMPORTANT INFORMATION: The convention hotels are unable to grant direct billing for room or incidental accounts. The hotels accept all major credit cards. In the absence of an approved credit card, the hotels request payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotels will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name______________________________ Phone: A/C_________-______________

Address______________________ City______________________ State______________ ZIP__________

ROOM(S) WILL BE OCCUPIED BY:

NAME *(please print)*	ADDRESS	CITY / STATE / ZIP

PERSONAL CONVENTION SCHEDULE

	6:00–9:00 a.m.	9:00–10:30 a.m.	10:30–12:30 p.m.	12:30–2:00 p.m.	2:00–4:00 p.m.	4:00–6:00 p.m.	6:00-9:00 p.m.	9 p.m.–1 a.m.
THURSDAY FEB. 21							6:30 Reception Enterprise Ballroom 7:30 General Session Enterprise Ballroom	
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SATURDAY FEB. 23								

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September 1991 - April 1992

Charles L. Burnside, Ed.

TJCTA

MESSENGER

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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VOLUME XXIII SEPTEMBER 1991 NUMBER 1

CONFERENCE PLANNED FOR FACULTY LEADERS

Bernice McCarthy

Frank W. Hill

The twelfth annual TJCTA Conference for Faculty Organization Leaders will be held Friday and Saturday, Sept. 27-28, at the Wyndham Southpark hotel in Austin. The conference will begin with an informal reception at 7:00 p.m., Friday. Saturday activities will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m., Saturday.

Topic for the conference's opening session will be "What Kind of Leader Are You?" Principal speaker will be Bernice McCarthy, president of Excel, Inc., a consulting firm for educational technology, headquartered in Barrington, Illinois. In her remarks she will discuss qualities of effective leadership for faculty leaders. Dr. McCarthy holds the Bachelor of Arts degree from Rhode Island College, the Master of Arts degree from St. Mary's College, and the Ph.D. in education from Northwestern University.

The second session will feature a discussion of "Recent Developments in Case Law Affecting Faculty Rights," by Frank W. Hill, senior partner with the law firm of Hill, Heard, Gilstrap, Goetz & Moorhead, in Arlington and Chicago. Mr. Hill holds the bachelor's degree in English from the University of Texas at Arlington. He received his law degree from Southern Methodist University School of Law in 1966. His law firm, founded in 1972, now includes 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speakers for the luncheon session will be David Clinkscale, TJCTA Immediate Past President, and Lynn Leverty, Deputy Director of Education in the office of Texas Governor Ann Richards. Mr. Clinkscale and Dr. Leverty will summarize actions of the Texas Legislature affecting the state's two-year colleges. They will also discuss ways of improving effectiveness of faculty leaders in influencing state policy.

"The Faculty Role in College Decision-Making" will be the topic for the afternoon session. TJCTA Executive Secretary Charles Burnside will discuss elements necessary for effective faculty participation in the decision-making process.

TJCTA State President Steve Dutton has sent letters to leaders of faculty organizations inviting them to participate in this year's conference. In his letter Mr. Dutton said, "The major purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-year colleges in Texas. We believe every faculty group can benefit from having its leaders attend the meeting."

While designed primarily for elected and appointed leaders of local faculty organizations, the conference is open to all interested TJCTA members and faculty leaders. Conference registration should be completed by Sept. 24, through the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin 78736 (or call toll-free, 1-800-288-6850). Hotel accommodations, at $55 for single or multiple occupancy, may be reserved by contacting the Wyndham Southpark directly, at Area Code 512, 448-2222. A $25 registration fee, payable on arrival at the conference, will cover the Friday evening reception and lunch and refreshment breaks on Saturday.

TWO-YEAR COLLEGES ESCAPE MAJOR FUNDING CUTS

Texas community, junior, and technical colleges were spared major cuts in state funding during the special session of the state legislature.

Passage of the general appropriations bill for the 1991-93 biennium ended almost eight months of speculation and rumors. During the legislature's regular session and the first three weeks of a 30-day special session, two-year college advocates saw their hopes and efforts thwarted repeatedly. In January, lawmakers gathering in Austin faced a $5 billion shortfall just to maintain spending at present levels. Federal and state court orders mandated additional spending for the state's corrections system, mental health programs, and public education.

In April, it was determined that work on the omnibus spending measures would be deferred until after a "performance review" of all state-funded programs and agencies was completed and lawmakers would have a better idea of what savings might be identified and how much additional state revenue might be required.

Throughout the appropriations process, higher education leaders conceded that the best they could hope for was a spending bill that would provide for "current services," maintaining state spending at 1990-91 levels with modest increases for growth in student enrollments. It appeared several times that all of higher education—including two-year schools—might suffer drastic cuts in state funding. Indeed, cuts for two-year colleges of more than 25 percent for the second year of the budget cycle were included in one version of the appropriations bill in the Senate in late July.

In a *Legislative Update* sent to faculty leaders at all community, junior, and techni-

(Continued on page 3)

NOMINATING COMMITTEE INVITES RECOMMENDATIONS

Ronnie E. Hall, Angelina College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the Association for 1992-93.

Recommendations should be submitted *immediately* in order to be considered by the Nominating Committee in its mid-November meeting.

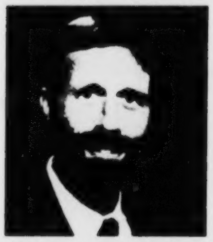
Recommendations should be sent to:

Ronnie E. Hall, Chairperson
TJCTA Nominating Committee
Angelina College
P. O. Box 1768
Lufkin, Texas 75902

Mr. Hall may be reached by telephone at his office: Area Code 409, 639-1301, extension 260, or at home: Area Code 409, 634-4832.

PRESIDENT'S MESSAGE

Welcome to the 1991-92 school year! I hope you had some time during the summer to catch up on the things you had been putting off and to enjoy some time away from your school responsibilities. Even when we work through the summers, the change of pace usually provides a welcome relief from the seemingly constant pressures of the academic year.



Whatever you did with your summer "vacation," I hope you found time to rebuild and rejuvenate your enthusiasm for teaching, and that now you are busily engaged in turning your students into active learners. I also hope you are transforming your classroom into a realm where ideas and thoughts are vigorously pursued with a measurable outcome for excellence in teaching and the advancement of education.

As reported elsewhere in this issue of the *Messenger*, the State Legislature struggled through much of the summer with budget matters and other major problems confronting state government. Be assured that throughout the session TJCTA was actively working for you, expressing your concerns, defending your interests, and promoting your welfare. On some 21 occasions between January and August, TJCTA spokespersons personally appeared and presented formal testimony before legislative committees. All of us are indebted to David Clinkscale for his commitment of countless hours in preparing and presenting testimony, conducting private conversations with legislators and their staffs, and traveling between his home and Austin.

In May, 18 officers and committee leaders met for the annual TJCTA leadership retreat. We spent time discussing ways to make our association more effective and planning events for the coming year. In August, almost 40 campus representatives attended a workshop to make plans for the annual membership drive. Next, we are looking forward to the TJCTA Conference for Faculty Organization Leaders, Sept. 27-28, in Austin. In October and November, standing committees will be meeting to carry out their duties and responsibilities. And, of course, the highlight of the year will come Feb. 27-29, 1992, with the 45th annual TJCTA convention at the Hyatt Regency hotel in Houston. You can see that we're already well into a busy year.

If you have not already done so, I invite you to activate—or *re*activate—your TJCTA membership. We need your membership and involvement in order to continue our efforts in your behalf.

Steve Dutton

PAST PRESIDENT CHAIRS FACULTY ADVISORY PANEL

Doris Huibregtse, a former TJCTA state president and a member of the faculty of Howard College, serves this year as chairperson of the Faculty Advisory Committee of the Texas Higher Education Coordinating Board.

Doris Huibregtse

The committee was created to provide a means for faculty to communicate their views and concerns to the Commissioner of Higher Education and through that office to the Coordinating Board. Thirty faculty members were named to the original advisory panel: 12 from community, junior, and technical colleges; 12 from four-year universities; and 6 from health science centers.

When the committee met to choose its chair for the first year, Mrs. Huibregtse and Dr. L. S. Fletcher, of the Texas A&M University engineering faculty, were nominated. Mrs. Huibregtse was elected.

Other community junior college members of the advisory committee are Lucy Cardenas, Laredo Junior College; David Clinkscale, Tarrant County Junior College–South Campus; Amanda Hadley, Southwest Texas Junior College; Astra Jackson, McLennan Community College; David McAnally, Paris Junior College; Julie Mettlen, Tyler Junior College; Leon Pepper, Frank Phillips College; DeWayne Roy, Mountain View College; Yvonne Van Dyke, Austin Community College; and Cheryl Willis, Galveston College. All 11 community junior college faculty members named to the committee are also current TJCTA members. Representing Texas State Technical College on the panel is Alfonso Guillen, TSTC-Harlingen.

The advisory committee meets in Austin quarterly, preceding the regular meetings of the Coordinating Board. Meetings include briefings by Coordinating Board staff members and general discussions on issues of interest and concern to college and university faculty.

ASSISTANT NAMED TO STATE OFFICE STAFF

Richard Moore has been named staff assistant in the TJCTA state office in Austin. A 28-year-old native of Houston and McAllen, Mr. Moore received his bachelor's degree from the University of Texas at Austin, majoring in economics and philosophy and minoring in English. He has done graduate studies at Southern Baptist Seminary, in Louisville, Kentucky.

Richard Moore

Specific duties for the new TJCTA position will be developed in coming months; meanwhile, Mr. Moore will provide general staff assistance to the executive secretary.

EDITORIAL POLICY

1. The *TJCTA Messenger* provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the *Messenger*. Publicity accorded to a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-contrast original of the manuscript with the author's name only on a separate cover sheet.

5. Articles published in the *Messenger* may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the *TJCTA Messenger*. Brief quotations and statistical data may be reproduced provided that the *TJCTA Messenger* is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Editorial Review Board, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3298. Authors should retain copies of their manuscripts for their files.

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VOLUME XXII SEPTEMBER 1991 NUMBER 1

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STEVE DUTTON
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

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MAJOR FUNDING CUTS AVERTED

(Continued from page 1)

cal colleges in the state, TJCTA State President Steve Dutton urged members to contact their state representatives and senators urging support for appropriations at the "current services" level.

Early in the session, TJCTA past president David Clinkscale testified in support of funding recommendations of the Texas Higher Education Coordinating Board. "Any cuts in the requested funds for public community, junior, and technical colleges would have serious adverse effects on our institutions and their professional staffs," Mr. Clinkscale told lawmakers. He emphasized that two-year schools are committed to providing instructional services. "The overriding fact of our professional lives is that we teach—in most cases at least five courses each semester, and often more than that," he said.

In July, Charles Burnside, TJCTA Executive Secretary, testified before the Senate Finance Committee to plead against major cuts which had been proposed. Mr. Burnside told the panel that the two-year colleges desperately need "current services" appropriations levels for both years of the biennium as an absolute minimum. "A cut of the magnitude proposed in the Senate appropriations bill during the second year would be devastating to every junior college in the state and would be absolutely catastrophic for some," Mr. Burnside said. "Not one college could increase local taxes and student tuition in amounts sufficient to offset those reductions. The consequences would be dire indeed and the cuts in staff and programs would be drastic," he said.

In earlier testimony before the House Committee on Higher Education and again in the Senate Finance Committee presentation, Mr. Burnside referred to claims by State Comptroller John Sharp that almost 2,000 higher education faculty receive salaries higher than that of the governor. "We are distressed by distorted reports and the implications regarding faculty salaries. It might well be true that some university professors—particularly in medical and engineering colleges and in advanced research programs—receive salaries higher than that of the governor. Let me tell you, however, that community junior college teachers would be delighted to use the governor's salary as a benchmark. The entry level salary for a community college teacher at almost every college in the state is less than one-fourth that of the governor; and the salaries for teachers with Ph.D. degrees after 25 or more years of teaching are less than half the governor's salary," Mr. Burnside told the lawmakers.

Meanwhile, college faculty leaders, chancellors, presidents, and trustees were busy contacting key senators and representatives pleading for increased state appropriations. In August, during the final days of the special session, two-year college advocates, encouraged by leaders of the Texas Public Community/Junior College Association, worked almost literally around the clock in efforts to affect the outcome of critical budget negotiations at the State Capitol.

Finally, on the afternoon of August 12, the Senate passed the omnibus budget measure, appropriating state funds for the two years beginning Sept. 1. The following day, the House of Representatives voted to concur in Senate changes in the bill and sent the measure to Gov. Ann Richards.

As finally passed, the bill appropriates a grand total of $1.240 billion to the state's two-year colleges, including the 49 community junior college districts, the Texas State Technical College System (formerly TSTI), and the two-year centers of Lamar University. The appropriated amount represents an increase of 7.5 percent above 1990-91 funding and a loss of less than one percent from the "current services" level of state funding.

Most two-year college representatives reacted to the Legislature's action with relief. "It could have been a lot worse" seems to be the almost-unanimous sentiment of those centrally involved in the long process of testifying, pleading, and negotiating.

Speaking for TJCTA leaders, Mr. Dutton said, "While we would have preferred a substantial increase in state appropriations, we feel fortunate under the state's fiscal condition that major cuts were avoided."

As in previous years, TJCTA was the only faculty organization which presented testimony at the budget hearings for two-year schools conducted by House and Senate committees.

STATE INSURANCE CONTRIBUTIONS RAISED

In a major victory for higher education employees, the Legislature funded significant increases in the state's contributions toward payment of staff group insurance premiums.

The table below shows the amount of state contributions for the past two years and for the coming biennium.

	1989-90	*1990-91*	*1991-92*	*1992-93*
Employee Only	$130.00	$155.00	$152.09	$178.23
Employee/Spouse	150.00	200.00	221.20	279.66
Employee/Children	150.00	200.00	198.37	246.14
Employee/Family	150.00	200.00	267.48	347.58

Administration of the Texas Higher Education Insurance Program has been transferred to the state's Employees Retirement System from the Texas Higher Education Coordinating Board. Details of the transfer of responsibility have not yet been worked out.

Also, beginning in Sept. 1992, all of the state's community junior colleges will be brought under a single insurance program. While a variety of plans will be available, the entire plan will be managed by the ERS, and individual colleges will no longer be inviting bids and choosing carriers for their employees's group insurance coverage.

STATE REDUCES CONTRIBUTIONS TO RETIREMENT PROGRAMS

State contributions to the two retirement programs available to college faculty members were reduced by the Legislature in actions during the called session this summer.

Contributions to the Teacher Retirement System (TRS) were reduced from 7.65 percent to 7.31 percent. The Legislature also increased benefits for individuals who retired prior to May 1, 1989. Increases of 0.5 percent for each six-month period from the time of retirement until August 1, 1991, were approved, effective with payments due at the end of November. Minimum retirement benefits were increased from $75 to $150 per month for members who retire at age 65 after Nov. 1, 1991.

TJCTA joined other professional education associations and the TRS Board of Trustees in opposing the state contribution rate reduction. TRS actuarial consultants state that the 7.31 percent state contribution rate, combined with the benefit increases, would cause the system to be actuarially unsound based on the definition of an acceptable funding period set in current law. Legislation enacted in 1985 forbids benefit increases or contribution reductions if either would result in a funding period that exceeds 31 years. The TRS consulting actuary reports that under actions of the 1991 legislative session, the funding period would be extended to 36.1 years. Budget writers argued, however, that under an assumption that the state contribution rate will increase to 8 percent in 1993, the system will remain actuarially sound. Given the history of state actions during the last 10 years, though, there is no assurance that the 1993 legislative session will see a contribution increase to the 8 percent level.

Appropriations for the state's contribution to the Optional Retirement Program (ORP) also were reduced—from 8.5 percent to 7.31 percent. In an appropriations bill rider, however, institutions are authorized to use "local funds or other sources of funds" for the 1.19 percent to bring the employer's contribution up to 8.5 percent. Since the general law requiring state contributions of 8.5 percent was *not* changed—and since general law takes precedence over appropriations bill riders—most legal authorities agree that institutions are probably obligated to fund the differential from "local" or "other" funds.

All of the state's public four-year universities and professional schools have already committed to fund the full 8.5 percent contribution. TJCTA leaders have urged community junior colleges to do likewise. It appears probable that the great majority of two-year colleges will provide the 1.19 percent supplement to state appropriations, although some reluctance to do so has been expressed at two colleges. The issue will probably have to be resolved through an Attorney General's Opinion, future clarifying legislation, or litigation.

When *No* Law Is Better Than *Bad* Law

The Truth About the So-Called "Junior College Faculty Rights Bill"

Charles Burnside, Executive Secretary
Texas Junior College Teachers Association

The regular session of the 72nd Legislature earlier this year offered a classic example of a case in which a legislative proposal—filed, perhaps, with the best of intentions—did not deserve to be enacted. "Very poorly drafted" and perhaps "ill conceived" were terms used by TJCTA attorney Frank Hill in summarizing his concerns about the bills. Described by their backers as "junior college faculty rights bills," the measures failed to secure passage during the legislative session. This article will explain why the elected leadership of TJCTA concluded that this Association could not support the proposed legislation.

Charles Burnside

Many years ago TJCTA joined dozens of other faculty organizations throughout the United States in endorsing the *Statement of Principles on Academic Freedom and Tenure* promulgated by the American Association of University Professors. When the Association adopted its present Constitution and Bylaws, in 1975, the members adopted a resolution re-affirming the Association's commitment to the AAUP *Principles*. Similarly, TJCTA was centrally involved in the 1979 revision of *Policy Paper I* of the Texas Higher Education Coordinating Board (*Academic Freedom, Tenure, and Responsibility for Faculty Members in Texas Public Community and Senior Colleges and Universities*). It was the feeling of the Executive Committee that TJCTA could not support the proposed legislation without abandoning its staunch commitment to principles of academic freedom and due process embodied in the AAUP *Statement of Principles* and in the Coordinating Board's *Policy Paper I*.

The so-called "faculty rights bills" were introduced in March by Rep. Libby Linebarger (D-Manchaca) and Sen. Carl Parker (D-Port Arthur). Provisions of the two bills were different, and the differences became significant in the legislative process. Thus, the measures were never "companion bills."

As soon as the House bill was received in the TJCTA state office, a copy of the measure was transmitted to Mr. Hill, of the firm of Hill, Heard, Gilstrap, Goetz & Moorhead, the Association's attorneys. We asked Mr. Hill to review provisions of the bill and provide us with his opinion.

A week after introduction of the House bill, TJCTA State President David Clinkscale and I met with Rep. Linebarger's legislative aide. We pointed out the most glaring contradictions and omissions in the bill. The following week, we received a list of some proposed changes in the bill. The changes addressed several, but by no means all, of our questions. A few days later, we received Mr. Hill's opinion letter, raising still more—and more serious—concerns. We shared Mr. Hill's letter with Rep. Linebarger and Sen. Parker and their staffs.

When the TJCTA Executive Committee met in April, officers discussed the proposed legislation and the concerns raised by the TJCTA attorneys. It was the strong (and unanimous) decision of the Executive Committee that TJCTA could not support the bills as introduced.

In late April and early May, Mr. Clinkscale and I attended several meetings—with Sen. Parker, Rep. Linebarger, and members of their staffs. It is worth noting that in *every* discussion of the House and Senate bills, *everyone* involved agreed that the proposed legislation had numerous weaknesses. Someone suggested that *any* law was better than *no* law and that after the bills were enacted corrections might be made by subsequent legislative action. We vigorously disagree with such a notion. In a conversation with the TJCTA attorney he expressed the view that the bills under discussion provided model examples of an instance in which *no law* is infinitely better than *bad law*. Moreover, it was Mr. Hill's contention that current *case* law provides considerably more safeguards for community junior college faculty than the feeble protections in the proposed bills.

Space does not permit a complete, line-by-line analysis of the bills. Some of the major concerns expressed by Mr. Hill and the TJCTA Executive Committee are summarized in the following paragraphs.

It should be noted at the outset that provisions of the Senate bill would have applied only in cases of faculty members who were "discharged or dismissed." Rarely is a community junior college faculty member "discharged" or "dismissed." The usual procedure is for the institution to decide not to renew the employee's contract at the expiration of its present term. Thus, the Senate version of the legislation would have provided *no protection whatsoever* for a faculty member whose contract simply was nonrenewed.

The bills' protection would have extended to administrators. Yet, strangely, employees in "predominantly managerial or supervisory" positions were exempted from the bills' provisions. We wonder how the term *predominantly* would be interpreted. At many colleges, division chairs are classified as faculty but receive modest stipends for their additional duties. We believe administrators ordinarily serve at the pleasure of the appointing authority, and thus are entitled to an entirely different kind of job protection than teaching faculty.

The proposed legislation supposedly would have conferred a kind of "tenure" to junior college faculty, beginning with the fourth year of employment. We are not certain that three years is sufficient *in all cases* for colleges to make final judgments concerning tenure. AAUP supports a probationary period of seven years, which might be excessive for junior colleges (where writing and research are not especially significant). Coincidentally, at the time the bills were introduced last March, TJCTA was involved in a grievance case at a college which had a three-year "up-or-out" policy similar to that contemplated in the proposed legislation. In that case, the faculty member had received excellent evaluations during his first two years but had experienced some problems during the third year. Unwilling to take a chance that the faculty member's third year performance might be indicative of performance in subsequent years, the college gave notice of non-renewal. The dean informed the faculty member that the college very much regretted the necessity for non-renewal, but that the college would be "stuck with" the faculty member "forever," if he were given a fourth year contract. We believe there is ample evidence of "up-or-out" practices at colleges and universities all over the country, and we would be sorry to see such a practice *mandated* by state law.

Next, under provisions of the bills notice of termination or non-renewal would have *originated* from the college's board of trustees. We believe that the board's involvement to such an extent so early in the case would inevitably compromise the board's supposed impartiality in later actions. Remember that the board of trustees has final appellate jurisdiction in the case within the institution. Is it really likely that a governing board which initiated the notice of dismissal or non-renewal in the first place could be fair and objective in considering the case on appeal?

Additionally, the legislation provided no deadline date by which notice of dismissal or non-renewal must be delivered. Under the bills' provisions *any* notification could constitute "timely notice." I don't believe there is a college in the state which does not require notification before April 30 of the academic year, and the great majority of colleges require notification much earlier. The proposed bill would have permitted a college to notify an instructor as late as August 1 (or even August 31!) of dismissal or non-renewal on August 31. In our meetings with the legislators and their aides we contended that such notification should be delivered by a date certain, otherwise employment would continue automatically for the next academic year. However, that position was not incorporated in either bill.

Next, the bills' presumed protections would have applied "[i]f the grounds for the proposed action relate to the inability or failure of the faculty member to perform assigned duties satisfactorily..." Based on the bill, then, if the "grounds for the proposed action" related to *other* factors (*e.g.*, allegations concerning moral turpitude, personality conflicts with immediate supervisors, charges of substance abuse or alcoholism, financial exigency necessitating reductions in staff, or a multitude of other "causes" not directly related to classroom responsibilities), a college could argue that the faculty member was not entitled to the protections of the law.

The bills would have conferred to "a faculty member so discharged, dismissed, or denied a contract renewal" the right to receive certain documents. We believe there should be a deadline by which time the requested documents must be produced; otherwise the college could drag the matter out indefinitely. More importantly, however, we are concerned that the inclusion of this provision could have served to deny such documents to faculty members *unless* they are the objects of dismissal or non-renewal. The employee's right to the documents is *already* conferred by virtue of the Texas Open Records Act. We are fearful that the language in the proposed legislation could have been interpreted to limit that right.

We were shocked by provisions in the legislation for a "public hearing" for an affected faculty member. The bills provided that "the board shall grant the faculty member a public hearing if the faculty member wishes *or if the board determines that a public hearing is necessary in the public interest*" [Emphasis added]. Giving the board the power to hold a public hearing whenever the *board* decides that such is "necessary in the public interest" is clearly contrary to the spirit—and probably the letter—of the Texas Open Meetings Act. Moreover, throughout academe, there is an awareness that the aggrieved faculty member is entitled to a *closed* hearing unless the faculty member himself or herself expressly requests a public hearing.

The proposed legislation provided for a hearing of the faculty member's grievance, *if* there are charges of "inability or failure of the faculty member to perform assigned duties satisfactorily." We ask, again, is an aggrieved faculty member entitled to no such hearing if the charges are based on *other* factors? The language of the bills certainly allowed for a severely limited interpretation.

Under the proposed bills, the board of trustees would have had the discretionary authority to establish a review committee. Clearly, under the bill's provisions the board of trustees could have insisted that the issues be presented directly to the board, bypassing any hope of a "peer review." This provision conflicts directly with universally recognized principles of academic freedom.

Further, under the bills' provisions, the intermediate hearing panel (if the board in its sole discretion decided to grant such a hearing) would have been created *by the board* and would have included *an equal number of administrators and faculty members*. We are utterly at a loss to understand how anyone could conclude that an aggrieved faculty member could have any assurance of due process before a panel so constituted. Once again, such an arrangement is clearly in conflict with the principles adopted by AAUP and the Coordinating Board. Indeed, in *Policy Paper I*, there is set forth a faculty member's right to "a fair hearing before a *faculty hearing committee of his or her peers*" [Emphasis added]. *Policy Paper I* states further that "[t]he hearing committee should include *only teaching faculty members*" and that "[e]ach member should be subject to challenge for cause." [Emphasis added] We are surprised by the willingness of the bills' proponents to surrender such important due process safeguards.

In connection with the intermediate hearing permitted in the bills, we were shocked that the bills provided that the hearing panel would be compelled to choose its chair "according to the procedures established by the governing board." Nothing in the law would have prohibited the board from requiring that the president or dean be named as chair of the hearing committee. We are equally troubled that the bills prescribed no procedural rights for the aggrieved faculty member, apparently leaving the faculty member completely at the mercy of the board-constituted committee.

The bills attempted to grant certain *limited* due process rights to the aggrieved faculty member. In addition to the rights listed in the bills, we believe full due process should include provisions for a stenographic transcript of both hearings, preferably at the college's expense (since it is the college which initiated the action against the faculty member); and a list of adverse witnesses and their anticipated testimony to be provided to the aggrieved faculty member in sufficient time to enable a fair cross-examination.

The bills provided for final action by the board of trustees. Who could possibly argue that at this point in the proceedings the board of trustees could be an "impartial tribunal," as provided in current case law?

Another provision of the bills is quite troubling. The bills stated that their provisions did not reduce the rights of faculty members at public junior colleges whose policies regarding termination "exceed" the policies provided in the bills. The bills' backers have claimed that the proposed law was needed to prevent colleges from reducing faculty rights presently in place. These bills would invite *the very circumstances* which they cite as the necessity for a law. If these bills—with all their inconsistencies and gross inadequacies—should become law, is it not reasonable to assume that some administrator or board or school attorney will review existing policies in light of the newly-enacted law and conclude that the present institutional policies should be changed to conform with lesser due process protections provided by the *new* law?

Finally, the House bill provided that a faculty member who has been dismissed or non-renewed under provisions of the bill may appeal to the courts. The trouble with this provision is that the federal courts for the past several years have upheld the proceedings at the institutional level, where there were such proceedings. In other words, the courts have ruled with great consistency that when an employee is given even a minimal hearing at the institutional level, that hearing meets the Constitution's requirements for "due process of law." A faculty member who availed himself or herself of the pathetic procedures permitted under the proposed legislation would have had a tremendous burden of convincing a court that due process had been denied.

This article has discussed some—but not all—of the reasons that the TJCTA Executive Committee decided in April to accept the advice of the Association's attorneys and withhold support of the so-called "faculty rights" bills. To have done otherwise would have been to betray the best interests of community junior college faculty at every college in this state. We are confident that any faculty member knowledgeable about the specific provisions of the proposed legislation will concur wholeheartedly in the Executive Committee's decision.

Writing to Learn:

A Vocational Teacher's Perspective

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I love to write. The act of writing plays a significant role in my journey in life. With it I am exploring and becoming more aware of the part of myself that is, as Joseph Campbell says, quoting Robinson Jeffers, susceptible to the allure of "divinely superfluous beauty."

I have not always felt this way about writing. In fact my educational experiences as a student had convinced me that writing was a tedious grammatical exercise performed to meet the demands of my instructors. In high school, spelling, punctuation, and the boundaries of plagiarism were the main concerns. Original thought seemed to belong to the same world as original sin. At the same time, English instructors made it known they held absolute power not only over my English grade but also over my ability to graduate. In other disciplines such as math, history, and science I could argue, or at least discuss with the teachers, differences in grading I might have with them. In the English classes I was convinced that my grades were based on how well the teacher liked me; therefore, my grades were entirely out of my control. In many college English classes teachers' attitudes seemed similar except for a heightened sensitivity to plagiarism.

Fortunately my feelings toward writing have changed since then. I am no longer hypersensitive to writing a grammatically incorrect statement. When I write, I do it often just to communicate with myself. When someone else is able to take joy or in some way use what I have written, it is a delightful bonus. Now I use writing to discover the fallacies in what I think I know and to accept the ambiguities in the things I may never know. All in all writing is remarkably transforming.

Some may ask what all this has to do with a vocational classroom. Well, I'm an air conditioning and refrigeration technology instructor in an associate degree program, and I am just now beginning to pull myself from what I call the trap of the "Informational Abyss." Exponential expansion of information is at the root of the problem. In the air conditioning industry virtually every manufacturer releases new products annually with reams of manuals produced to keep the service technicians abreast of all these changes. Air conditioning and refrigeration technicians must be able to diagnose and repair not only equipment that is manufactured today, but essentially all the equipment that has been manufactured in the last 20 to 30 years. They also must develop the skills to diagnose and repair equipment of the future. It strains the imagination to think what technological advances will be made in the next 20 or 30 years, but as a teacher I have the privilege and obligation to prepare students to become competent in dealing with old equipment as well as the new. When these students trained as service technicians come to your house to service your air conditioner, they will have to be prepared for a 20-year-old room air conditioner, a state of the art heat pump, or a system that is only a dream in the best of minds today.

When I first started teaching, the courses already contained more than enough material to fill the class time allotted. As information on new products and technologies became available, the temptation was to add more of this information to course materials without removing a similar amount. I kept trying to cram into a finite situation what seemed to be an infinite amount of information. I could see the strain it was causing my students, but my justification was, "at least they will have been exposed to it." With this same breath I was admitting that I was not satisfied with their ability to process this information well enough to accomplish real world objectives such as diagnosing equipment failures.

The question for me now became, "Should a two year associate degree program be expanded to three years?" A three year degree program could provide enough time to improve a student's ability to process this information adequately, but would this increased commitment in time be reasonable from the student's perspective? With the expansion in information that can be anticipated in the future, would it be necessary to have a four year program sometime later?

The questions for all of us then became the following. What happens to the emphasis on thinking and doing when transferal of information is primary in education? Are we training students for survival within the realm of education or for living in the real world where thinking and doing are the components for success? Do we make a mistake when we assume students know what to do with information, especially when we do not emphasize and demonstrate how they can use this same information to obtain meaningful results?

It is already difficult for students to dedicate the time to complete a two year associate degree program. Most of my students will be lucky to finish their first year. They are working full time, raising families and training for second careers. Brevity for them is a necessity. It seems clear that on one side of the "Informational Abyss" we have an ever increasing amount of information to present in a fashion that students can use to solve real world problems, and on the other side students have a limited amount of time that they can dedicate to education.

For me, it seemed the only way around this "Informational Abyss" was to de-emphasize what had caused it in the first place; that is, information. I came to the heretofore heretical conclusion that information is really quite easy for students to acquire when they need it. I had been led astray about the true nature of the problem; because I was confronted with more and more information, I assumed that the challenge was to provide all this information to the students. Instead, the challenge became how to provide a learning environment that would allow students to think and to do. In order to accomplish this goal, I would first help students develop a vocabulary specific to their field, then teach them the processes to identify and access informational resources, and finally strengthen the skills (again, processes!) they needed to analyze problems and produce meaningful results. Rather than trying to expose them to a little of everything, I would select a smaller amount of representative

> *A fundamental shift in our consciousness is required, forcing us to re-evaluate everything we have been doing.*

information and concentrate more on enhancing their analytical skills. I realized that information stripped of profound discussion and analysis lacked passion, lacked life, and was of little concern. I realized that education has to have an impact on our consciousness to be truly meaningful.

At about the time I was coming to these realizations, a Writing Across the Curriculum project was initiated on my campus. I discovered that perhaps the most powerful tool for accomplishing my new goals and for breathing life into a classroom is writing.

Typically in my classroom this means ungraded writing. It is used to evaluate, debate, and cultivate ideas and ambiguities that are part of the air conditioning and refrigeration industry. Never is it used as "busy work" or just for the sake of writing. In fact, I never mention the word "write." Students are simply asked to solve air conditioning problems using paper and pen. Many of my students are so sensitive towards English and writing that they might feel betrayed if they knew they were involved in a Writing Across the Curriculum project.

I start them off slowly with writing. A question I have asked in the first couple of days of class has been, "What are your long range goals associated with air conditioning?" I'll write the question on the board and tell them that it isn't for a grade and not to worry too much about spelling. I just want to know what their goals are. They don't even have to put their names on their papers. This will normally take about ten minutes; the students accept it well, needing very little encouragement. By the next class I have prepared a transparency that has at least one quotation from each student's paper. Having cleaned up the spelling to keep from embarrassing anyone, I read the list of quotations so that everyone can see and discuss the dreams that they share. It turns out that most of my students want someday to operate their own businesses. Here are some of their responses to the question:

"I would like to become an independent contractor; work anywhere in the world; make a fair and decent living."

"If I have an easy time with this course I will try to become a professional and start my own business."

"I want to control my future; be able to support a wife and children; be able to teach what I know to others; knowledge is wasted if you don't use it to teach others. Finally, knowing more about something mechanical than my father does..."

This is the beginning. A pattern of using discourse will emerge, a pattern through which the students do not feel threatened but rather take joy in sharing their thoughts. Connections are being formed among all the new faces. Their diversity moves a step towards unity. I will use a couple of other small assignments such as this one to strengthen the accomplishments of the first assignment. Then they are ready for much bigger quests.

Now they are ready to start putting together the pieces of a very difficult machine called the refrigeration cycle. During the first few weeks of class, emphasis is placed on developing vocabulary specific to the air conditioning industry. I draw pictures and give many demonstrations during this time to help them internalize and personalize this information. Then I ask them to answer the question, "How would you describe the refrigeration cycle to a new student who came to class for the first time today?" By this time they are used to solving minor problems through writing. I let them use any notes or books they wish, but at first they must do it alone. Next I pair them up with other students and have them exchange papers. I ask the readers to remember that their perspective is that of a new student who came to class for the first time today. Then they are encouraged to write positive and negative yet constructive comments on the papers they are reading. Afterwards they discuss with each other their comments and defend their papers. As a final exercise, they will write a new paper together in pairs, this one from the same perspective.

This ungraded assignment works very well. Very little encouragement is needed throughout this exercise. Sometimes the students are a little hesitant to write comments on one another's papers, but this fades fairly fast. While they write their papers as individuals, I see them using their notes and studying examples from different texts used in the course. Their writing fills about one side of a page when they are writing as individuals, but when paired they write papers that grow into more complete explanations, explanations more emphatic to the assigned audience. During this time I go from group to group listening to what is being discussed and giving encouragement where it is needed. I avoid giving information. The room is buzzing with life. I can observe their deepening awareness of what this machine is and how it works. I ask the students to write their names on the papers both as individuals and as pairs. I will later read these papers to compare the changes between the ones done as individuals and as pairs. Their understanding of this complex machine has increased dramatically, already well beyond that of the majority of people making a living as service technicians on this very machine. This process also provides an opportunity to evaluate my presentation thus far in this course. Before I used writing to learn, students did not comprehend this machine to this extent, even after 16 weeks of instruction.

I use this same format to ask other questions such as, "What happens to the refrigeration cycle when there is low air flow across the condenser, considering particularly the effects on evaporator temperature, condenser temperature, and superheat?" And, "Explain what will happen to the evaporator temperature, superheat, and the amount of total heat removed from the space when the orifice size in a metering device is enlarged, and be sure to explain why each of these changes occurs."

Another type of exercise I use is based on real life scenarios. For example: "While servicing an air conditioner in a customer's home, you diagnose a defective compressor and agree to replace it for $800. When the new compressor is installed, it will not start either. Upon further inspection you determine the reason the new compressor will not start is that two wires leading into the com-

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WRITING TO LEARN

(Continued from page 7)

pressor are shorted together. Repairing the two wires would eliminate the problem not only with the new compressor, but probably with the old compressor as well. The materials from the supplier cost you $450 and are non-returnable. You have invested four hours of labor at $40 an hour in this job. After all that work you realize the job could have been done in 15 minutes if you had properly diagnosed the short."

After this scenario is presented to my students, I pose these two questions: "What would you do?" and "What would you tell the customer?" They reply on paper initially as individuals. Later I divide them into groups of three to let them discuss their opinions. Then I ask the students to consider each group of three to be a business partnership that has just been formed. Each student within the partnership must collaborate with the others to develop a written company policy that would direct employees of their company when they encountered this problem. Again they must answer the two questions as before, but with an elevated emphasis on clarity. Their employees must be able to understand this policy as written. When this segment is completed, each partnership reads its policy to the rest of the class. The class is asked to listen as though they were new employees faced with this customer situation. I ask the class first to comment on the clarity of the policy and secondly on its content. When the other students complete their comments, the partnership defends its policy.

This scenario deals with several complex issues demanding tremendous thought. First, it is an ethical issue that each individual must deal with in business. The students must commit themselves to a particular perspective, discuss their perspective, then defend themselves as individuals within their partnership. They must then face the realities of partnerships; many have never considered the difficulty partnerships present, especially when issues revolve around ethics and money. As a partnership they must consider clarity when writing instructions to employees. Because most service technicians in the air conditioning industry spend the majority of their time on job sites away from the owners and managers, written instructions under these conditions demand clarity. The partners must also be able to cooperate with each other to form a policy. Many must overcome their desire to dominate the others. Finally they must stand as a group and present their policy orally to the class. This presentation along with its defense strengthens them as a partnership. They also begin to understand that there is not any one right answer. They almost always ask me afterwards what the correct answer is, and declining to answer the question, I explain to them that there is not just one answer. They are beginning to deal with the ambiguities that face people in business every day. Usually this exercise stimulates discussion among the students for days. I hear them talking about it after class and in the cafeteria. It has altered their consciousness.

I find that using these types of writing exercises to learn strategies brings me closer to my students. Vocational teachers have always had a unique relationship with their students. We typically have fewer students than academic teachers, but we may spend five, ten, fifteen, or more hours with them every week for periods as long as two years. We are not only their teachers but also their faculty advisors. We serve as conduits between them and industry to help them find jobs. We often help students with situations not directly related to school and serve as their mentors providing direction and encouragement whenever we can. I know academic teachers do this also, but I think it is easier to do it in a vocational setting. When I read what students write, I identify with them sooner and perhaps on a different level than before. Writing provides insights on each of them.

It is difficult to convince faculty members to consider writing as a learning tool. Often they have preconceived ideas about writing, just as I did. A nurturing environment for the faculty must be established at each school in order for Writing Across the Curriculum programs to work. At Cedar Valley College, with the grace of our Vice President of Instruction, Jim Butzek, and the guidance of Ines Gehrmann, an English instructor, our program has been a success. Just a year and a half ago only a few faculty were participating in the program; now many more have joined our ranks. Rather than pressuring faculty to participate, a low key approach has been applied. Faculty who initially showed interest in the project were encouraged by Ines to try different strategies. These were then discussed within the small group of participating faculty over lunch where all could share results. Then we began presenting our techniques with other faculty during rather informal presentations. We are learning from each other. I have a new appreciation for the other faculty that I work with. I am looking at education from a new perspective, one that I like very much.

Writing Across the Curriculum projects seem to be springing up across the state. One that I have been very impressed with is at El Paso Community College. This program under the direction of Agnes Robinson has not only affected teaching and learning in El Paso, but also has had an impact across the state of Texas and beyond. For the last two years El Paso Community College has hosted the Southwest Seminar on Writing Across the Curriculum in the Two-Year College. It has been a gathering of teachers helping teachers. Vocational and academic teachers come together as participants to present writing to learn strategies. It provides an environment conducive to stimulating new ideas to use in the classroom. Both times that I have gone to this two-day seminar I have returned pleasantly exhausted and rejuvenated.

However, more needs to be done. Many teachers still believe that Writing Across the Curriculum means grammar across the curriculum. Vocational teachers will fight to the death to keep grammar across the curriculum or research papers across the curriculum out of their classrooms. English instructors who typically coordinate the Writing Across the Curriculum programs are going to have a difficult time enticing the vocational faculty, particularly those in the industrial technology disciplines, to participate, unless they can demonstrate the real power of writing. I believe the best way to show the power of "writing to learn" to industrial technology faculty would be to demonstrate writing techniques in a learning environment based on an advanced technology. One possibility would be a two- to three-day seminar based on the technology of the Superconducting Super Collider with industrial technology teachers participating as "students." A team consisting of a writing to learn specialist and a content specialist could teach by example the powerful role writing can play in facilitating learning. Hopefully the teachers in the role of students would become enthusiastic about using writing to learn techniques and would then know how to begin in their own classrooms.

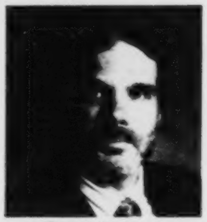
We as teachers are our own biggest obstacles. For example, consider the course that you most often teach. You can probably make any presentation spontaneously for this course with little or no preparation. What would you do if this course had to be permanently shortened by one day? Would your tendency be to speed up the presentation so that you still could get it all in? Would you do the same if it were permanently shortened by two or three days? If so, I suggest that you too have been caught in the "Informational Abyss." Does it cause you a great deal of agony to consider removing a day's worth of information from this course? Do the words "it's impossible" or "I can't" come to mind? Perhaps you too are obsessed with information.

Now is the time to end our obsession with information. The challenge is to redefine the learning environment in terms of thinking and doing. Teaching students the processes to identify and access informational resources while strengthening the processing skills they need to analyze problems and produce meaningful results should be at the center of every curriculum. A fundamental shift in our consciousness is required, forcing us to re-evaluate everything we have been doing. Then it will require dedication and fortitude to change the strategies with which we have grown comfortable.

Mr. Eishen teaches Air Conditioning and Refrigeration Technology at Cedar Valley College in the Dallas County Community College District. Before joining the CVC faculty in 1977, he was a service technician and taught part-time at Tarrant County Junior College. He owned and operated an air conditioning and refrigeration service business. Mr. Eishen is coordinator of the student outreach program for the magnet division of the Superconducting Super Collider project.

TJCTA OFFICERS NAMED TO FORMULA ADVISORY COMMITTEE

Steve Dutton



Scott Nelson

Two officers of the Texas Junior College Teachers Association have been appointed to the Public Community Junior and Technical College Formula Advisory Committee. Steve Dutton, Amarillo College, and Scott Nelson, Kingwood College, were named to the 19-member committee. Mr. Dutton currently serves as TJCTA State President, and Dr. Nelson serves this year as State Secretary.

The advisory panel was created by the Texas Higher Education Coordinating Board pursuant to state law relating to the development of formulas used in allocating funds appropriated by the state legislature. The committee will recommend formula rates in the appropriations process for the 1993-1995 biennium.

Mr. Dutton and Dr. Nelson were the only faculty members asked to serve on the 19-member panel. The committee also consists of four laypersons, six college financial or operations officers, and seven two-year college presidents or chancellors.

Laypersons appointed to the advisory committee are Richard Jones, Certified Public Accountant, Fort Worth; Margaret F. Reynolds, a member of the Board of Trustees of Collin County Community College, Plano; Gordon Breedlove, Manager of Management Development, IBM Corporation, Austin; and George Fred Rhodes, Chairperson of the Board of Regents, Texas State Technical College, Port Lavaca.

Financial or operational officers serving on the committee are James A. Bird, Texas State Technical College, Waco; Ted Hughes, Dallas County Community College District; Betty McCrohan, Wharton County Junior College; W. L. Prather, Amarillo College; Roland K. Smith, Austin Community College; and Patricia McKenzie, Angelina College.

Chief administrative officials named to the panel are Marvin L. Baker, South Plains College; C. A. Roberson, Tarrant County Junior College; Marvin Felder, Temple Junior College; W. Sam Monroe, Lamar University at Port Arthur; B. R. Venters, Del Mar College; Jimmy Goodson, The Victoria College; and Gilbert Leal, Texas State Technical College–Harlingen.

Dr. Baker and Mr. Roberson will serve as co-chairpersons of the advisory committee.

The panel's first meeting was held in Austin, Sept. 12.

HIGHER EDUCATION COORDINATING BOARD ADOPTS PART-TIME FACULTY GUIDELINES

The Texas Higher Education Coordinating Board, at its quarterly meeting in July, adopted recommended guidelines for institutions utilizing part-time faculty. Board action followed a lengthy study of the issues related to use of part-time faculty by an advisory committee appointed in March 1988. The advisory panel submitted its report to the Coordinating Board in July 1990. Proposed guidelines were presented to the Board in January 1991, but final action was deferred until the July meeting.

In the closing days of the regular session of the 72nd Legislature, a concurrent resolution was adopted listing 22 recommendations from the Coordinating Board study. The legislative resolution calls for institutions to report to the Board by July 1, 1992, the steps taken toward implementing the recommendations. The resolution also directs the Coordinating Board to submit a summary of the institutions' reports to legislative committees by January 1, 1993.

The guidelines adopted by the Coordinating Board are not mandatory, but, according to Texas Higher Education Commissioner Kenneth H. Ashworth, "represent good practice and are offered to the institutions to guide them as they address the issues raised by their increasing dependence upon part-time faculty."

Throughout Texas there is continuing and growing concern about the use—and probable over-use—of part-time faculty in both four-year universities and two-year colleges. The dilemma posed by increasing use of part-time faculty is the subject of an article on the following pages of this issue of the *Messenger*.

The text of the Coordinating Board's guidelines appears below.

GUIDELINES ON THE USE OF PART-TIME FACULTY

TEXAS HIGHER EDUCATION COORDINATING BOARD — JULY 1991

The standards set forth in this document constitute guidelines only. Final responsibility rests with the institution to adopt both general standards and specific institutional policies and procedures designed to enable students, faculty members, administrators, and boards to work together effectively and harmoniously for the common objective of academic excellence.

While the guidelines are not binding on any institution, they do represent good practice. Institutions are encouraged to work toward implementation.

All institutions of higher education in Texas should examine their use of part-time faculty to reduce inappropriate employment of such individuals and work to ensure their integration and participation in each institution's faculty community.

1. Institutions should assure through adequate screening practices that well-qualified faculty are hired. Expectations regarding credentials and experience should be consistent with the criteria established by the Southern Association of Colleges and Schools.

2. Each institution should have well-planned supervision and evaluation procedures. The use of part-time faculty should not be so great that adequate supervision and evaluation are impossible.

3. Through orientation and handbooks, colleges should communicate to part-time faculty their responsibilities, services provided to them, and compensation and benefits.

4. Compensation should be based on the amount of time spent teaching and on such teaching-related activities as preparation, grading, and counseling students.

5. Individual part-time faculty employed by an institution on a continuing basis should be considered for faculty salary increases.

6. When institutions increase salaries or salary schedules for full-time faculty, they should also provide increases for part-time faculty.

7. Institutions should seek to reduce the full-time-equivalent gap between part-time and full-time faculty salaries.

8. Part-time faculty should be provided access to health and other group insurance at group rates.

9. Part-time faculty should have sick leave that would be prorated according to the institutional policy for full-time faculty.

10. Institutions should make a serious effort to offer some type of retirement plan to those part-time faculty employed on a continuing basis who do not have access through the college or other employment to social security or other benefits.

11. Each college should provide an appropriate work area—preferably an office—where part-time faculty can advise, counsel, work, and visit with students, store materials, grade papers, prepare classes, and communicate by telephone with students.

12. Part-time faculty should be provided with adequate secretarial help and equipment to meet typing and copying needs.

13. Opportunities for part-time faculty to participate in faculty development activities and funding should be made available.

14. Institutions should examine their present practices in light of appropriate use of part-time faculty and set goals to eliminate excessive use of part-time faculty.

15. Each institution should have a faculty handbook addressing part-time faculty issues and encouraging a strong collegial relationship between full-time and part-time faculty. Such handbooks should be produced with the participation of both full-time and part-time faculty.

16. The advice or participation or both of part-time faculty should be sought and encouraged in such matters as curriculum development, textbook selection, and other appropriate departmental matters.

17. When part-time faculty are rehired on a regular basis, consideration should be given to early notice of contract renewal or nonrenewal.

18. Higher education institutions should inform part-time faculty of available full-time positions.

Caught in the Crossfire:

The Increasing Use of Part-Time Instructors at Texas Two-Year Colleges

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Many community college educators have been heard to complain in recent years that the number and proportion of instructors who are part-timers has increased alarmingly. A larger and larger percentage of our students are being taught by part-time instructors both in the technical-vocational area and in the university-parallel curricula. The Southern Association of Colleges and Schools also recently has shown some concern regarding this trend.

But is the increased use of part-timers such a bad thing? Certainly the vast majority—perhaps all—of our part-time instructors are both competent and conscientious, well qualified persons earnestly trying to do a good job on a part-time basis and generally for modest pay. Some of them have taught for us year after year. Without them many course sections could not be offered, the overall costs of instruction would be much higher, and much flexibility in the scheduling of course offerings would be lost.

Our Texas community colleges are caught in a crossfire regarding the use of part-timers. On one hand there is legitimate concern about the depth of instructor qualifications, the professionalism of the faculty, and overall educational quality; on the other hand are the harsh economic realities as well as some positive educational advantages in using part-time instructors.

Realistically the choice is *not* between using no part-time instructors or using all part-time instructors. The trick is to find the right proportions, the optimum ratio that will maximize the advantages described below in using part-timers while minimizing the disadvantages. We have tried to present here the most significant points on each side of the issue, and we urge you to consider carefully both sides.

PRO

1. Cost Savings

Part-timers don't cost as much as full-time faculty. Part-time faculty are paid less in salary (both absolute and pro-rated) and usually receive few if any fringe benefits. This helps keep overall costs down, thus preserving lower tuition and taxes.

2. More Money for Full-Timers

Using part-timers releases more money for full-time faculty salaries and fringe benefits. If a faculty were comprised solely of full-time personnel, their salaries would have to be smaller. This is a financial reality often overlooked by full-time faculty. (See "CON" below.)

3. Scheduling Flexibility

Offering sections to be staffed by part-timers adds flexibility to course scheduling. New sections often can be added at registration if needed; and those sections which are too small can be "killed" without harm to a full-timer's schedule and/or livelihood.

4. R.I.F. Protection

In the event of a significant enrollment decline and/or budget cuts (and remember: this is Texas!) necessitating a reduction in staff, the presence of part-time positions on the staff cushions the full-time career faculty from loss of their jobs.

5. Space Savings

Part-timers usually do not receive permanent individual office assignments; they share space. This is a space savings and an additional cost savings.

6. Less Hassle

Normally, part-timers tend to be less generally demanding of administration and staff than are full-timers. They are often very glad to have the one or two sections and are not inclined to demand more office space, higher salaries, release-time, changes in college policy, priority parking, the firing of administrators, etc.

7. Teacher Tryouts

Using part-time instructors gives a college a rational, practical, and productive means of trying out new instructors before possibly considering them for full-time positions. It is a great complement to mere résumés and "paper qualifications" which often do not tell the whole story. The proof of the teacher is in the teaching.

8. Use of Experts

Staffing with part-timers also gives a college a chance to obtain the occasional services of well-experienced, highly successful, and perhaps prestigious and/or powerful persons in the community who are especially qualified to teach courses. These probably don't do it for the money but rather for the fun, the intellectual stimulation, or even out of a sense of civic duty—*pro bono publico*.

9. Diversity

Using part-timers potentially provides a college a chance to further increase the diversity of its faculty with additional minority instructors who may not be willing or able at this time to apply for or accept full-time positions.

10. Quality Control

Long-range quality control of instruction actually may be increased by the use of part-timers. Realistically it is quite difficult to fire tenured or veteran full-timers, even if they have clearly lost their enthusiasm and effectiveness. But part-timers usually have no "property-interest" in their positions; their appointments are always temporary, tentative, contingent upon enrollment, subject to on-going evaluation, etc. The administration can usually decline to re-hire a "dud" part-timer without a big hassle.

11. Reality Therapy

Part-time instructors frequently are employed full-time out in the "real world." Thus they bring with them a wealth of non-academic experience. This may have a beneficial effect both upon students and upon full-time faculty. While community college faculty are not prone notoriously to "ivory tower" thinking and attitudes, veteran career educators sometimes do develop tunnel-vision and forget what life is like out in the business, industrial, and service sectors of the workaday world.

12. Personal Fulfillment

Finally, but by no means of least value, are the intangible benefits to the part-timers themselves. To some who are already established in non-academic careers, part-time teaching provides a chance to explore and to consider whether or not teaching was their "calling" after all. And to others who desire a teaching career but for whom no full-time position is available, it gives a chance to spread their wings at least a little. And to us it gives the benefit of their often considerable talents.

CON

1. Unavailable for Duty

Part-time instructors usually are not available for the wide variety of non-teaching but essential duties which devolve upon a faculty: committees, task forces, advisory councils, registration, student-organization

The trick is to find the right proportions, the optimum ratio that will maximize the advantages in using part-timers while minimizing the disadvantages.

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sponsorship, mentoring, syllabus revision, textbook evaluation, etc. A high percentage of part-timers spreads the full-time faculty too thin, a fact which administrators are often inclined blithely to disregard.

2. Loss of Professionalism

Faculty professionalism suffers. Part-timers are not as available for—nor as subject to, nor generally as inclined to engage in—"in-service training" or other professional development activities. Usually few part-timers join professional associations (TJCTA *welcomes* them as associate members!) or attend conventions, seminars, etc. This reaches directly to the overall depth of the quality of any faculty.

3. Less Experienced

While many colleges enjoy the services of a few veteran part-time instructors, overall the experience level is often low. Part-timers are sometimes graduate students from nearby universities, housewives, or business people who have not taught in years or novices fresh out of graduate programs. The fact is that to a large degree they occupy a status quite similar to "TAs" (Teaching Assistants) in our universities, a practice at which community college educators have often smugly sneered.

4. Inaccessible to Students

Part-timers are not as accessible to students as full-time teachers. Quite rightfully they keep fewer office hours and within a much narrower time-frame than full-time faculty. Likewise there are few opportunities for extra-curricular contacts with students, whether in connection with student organizations or purely informal encounters.

5. Difficulty of Supervision

In any department using numerous part-timers, there is a constant problem of recruitment, orientation, supervision, and evaluation of the part-time staff by the chairperson. Indeed, just *communicating* with them all on a regular basis is a challenge. Many department heads have stories of part-timers they seldom see!

6. Policy Confusion

Part-timers, especially less experienced ones, are frequently less familiar with college policy and its operational application; and they are unsure of the degree of administrative support. This uncertainty may make them insecure and therefore less likely to maintain high academic standards or to enforce with adequate rigor various college policies concerning attendance, punctuality, plagiarism, etc. This in turn creates inconsistency and confusion within a college or even within a department.

7. Spread Too Thin

While having too many part-timers spreads thin the full-time faculty (See No. 1 above), the part-timers themselves are often spread thin by full-time employment elsewhere. Some may be teaching part-time simultaneously at two or more colleges. Not only does such employment—business or academic—create divided loyalties, but also it forces such a part-timer to work from a basis of physical and intellectual fatigue. Is this fair to the part-timer or to his or her students?

8. Night People

In actual practice at most colleges, a majority of part-timers teach in the evening division. This is the only time many of them are available. Although this does fulfill a significant college need while at the same time relieving full-time faculty of an often unwanted time-slot, it also has the effect of making the evening division primarily a "part-timer's college." Evening students may feel they are being relegated to second-class status and they may not be far wrong. This is particularly unfortunate since our evening classes often contain our older, more mature and more highly motivated students.

9. Insufficient Work-Space

"Where can I find Mr. Staff?" students sometimes ask. And there is not always a good answer. Part-timers usually have very limited office space and sometimes none at all. So even for the limited times they are on campus (see No. 4 above), they may have to use a corner of the library, the student-center, or an office shared with several other instructors. This makes it very difficult for them to counsel with students, to consult with colleagues, do professional reading, grade papers, or prepare for class.

10. "Second-Class"

Given the circumstances already described, part-timers often do not feel that they are *bona fide* **colleagues** of the full-time faculty—not a real part of the college. Indeed, it is very difficult to make them feel that way even if great positive efforts are made to that end. It is virtually inherent in the situation that part-timers never will feel the same sense of collegiality and corporate identity that the regular faculty does. Like military reservists assigned to a unit of "Regulars," they will always to some degree feel second-class.

11. False Expectations

Even if explicitly and clearly advised to the contrary, part-timers often quite naturally develop an expectation that when a new or replacement position becomes available, they will receive priority consideration. Indeed, assuming they have done an effective job, especially over several semesters or even years, this is a *rational* expectation. Otherwise, why have they been repeatedly re-hired? Other factors, however, often intervene to frustrate them, *e.g.*, "Affirmative Action" plans, changes in a full-timer's teaching assignment, faculty at another campus or college desiring to transfer, etc. And in recent months at several colleges, if a regular faculty member does resign, the likelihood is great that he or she will be replaced by (Guess What!) more part-timers.

12. Exploitation

Overall, this long-term and increased use of part-timers is fundamentally unfair not only to our students but also to the part-timers themselves. Basically we treat them like slave-labor. We under-pay them, exploit their training, talents, and good-will, give them little recognition; and then with relative ease we discard them whenever it is to our institutional convenience. All that high-sounding philosophical froth notwithstanding (see "PRO"), our colleges continue to overuse and abuse part-timers primarily for the sake of financial savings.

EDITOR'S NOTE: The writer, a veteran Texas community college educator, has had responsibility for recruiting, training, and supervising numerous part-time instructors. The writer is also a former faculty association president and has been a long-time active member of TJCTA.

1992 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1992 TJCTA convention has been released. More than 140 separate events will be crowded into a three day period, beginning at 9:00 a.m., Thursday, Feb. 27, and concluding shortly after Noon, Saturday, Feb. 29.

A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Hyatt Regency Hotel in downtown Houston. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 27, 1992

9:00 a.m. - 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 - 4:00 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	—Informal Reception
7:30 - 9:30 p.m.	—**BANQUET AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 28, 1992

7:30 - 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	—Convention Registration
8:00 a.m. - 5:00 p.m.	—Exhibits Open
8:00 a.m. - 5:00 p.m.	—Polls Open (Election of Officers)
9:00 - 10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	—**SECOND GENERAL SESSION**
4:15 - 5:45 p.m.	—Retirement Seminar
4:15 - 5:45 p.m.	—Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 29, 1992

8:00 - 11:30 a.m.	—Convention Registration
8:00 - 11:30 a.m.	—Exhibits Open
9:00 - 10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon - 3:00 p.m.	—Special Meetings (to be announced)

SECTION CHAIRPERSONS NAMED FOR 1992 CONVENTION

Fifty-four individuals will have primary responsibility for planning and arranging programs for their respective section meeting during next year's TJCTA convention in Houston. Selected by their colleagues during the 1991 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers or developing other programs for their sections.

TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agendas and other pertinent materials have been sent to section chairpersons. Program planning must be complete, and program outlines are due Dec. 1.

Next year's chairpersons and their college addresses are listed below:

Accounting	Betty J. Byram, Lamar University at Orange, Orange, Texas 77630
Aeronautical Technology	Charles Bartosek, Tarrant County Junior College–Northwest Campus 76179
Aging Services and Education	Joe T. Arrington, McLennan Community College, Waco, Texas 76708
Agriculture	Ronald Braeuer, Wharton County Junior College, Wharton, Texas 77488
Air Conditioning and Refrigeration Technology	Irving D. Panzer, Houston Community College, Houston, Texas 77270
Art	Sandra Baker, Brazosport College, Lake Jackson, Texas 77566
Associate Degree Nursing	Thelma A. Percoco, Lee College, Baytown, Texas 77520
Automotive Services	Daniel N. Wickware, Northeast Texas Community College, Mount Pleasant, Texas 75455
Biology	Robert C. (Bob) McReynolds, San Jacinto College–Central Campus, Pasadena, Texas 77505
Business Administration	M. Margaret Dunn, Amarillo College, Amarillo, Texas 79178
Chemistry	James I. Durham, Blinn College, Brenham, Texas 77833
Compensatory/Developmental Education	Janice L. Drake, McLennan Community College, Waco, Texas 76708
Computer Center Directors	Charles W. (Bill) Bane, McLennan Community College, Waco, Texas 76708
Computer Information Processing	Gigi N. Beaton, Tyler Junior College, Tyler, Texas 75711
Cosmetology	Peggy L. Cook, San Jacinto College–Central Campus, Pasadena, Texas 77505
Counseling and Student Personnel Services	Charlotte Bullard, Grayson County College, Denison, Texas 75020
Court Reporting	Joe R. Jackson, Alvin Community College, Alvin, Texas 77511
Criminal Justice	Alfonso Mendiola, Laredo Junior College, Laredo, Texas 78040
Developmental Reading	Joan C. Mauldin, San Jacinto College–South Campus, Houston, Texas 77089
Economics	Rohini V. Divecha, San Jacinto College–South Campus, Houston, Texas 77089
Electronics	Victor L. Svatek, San Jacinto College–Central Campus, Pasadena, Texas 77505
Engineering Graphics and Drafting	Danny L. Hempsmyer, San Jacinto College–North Campus, Houston, Texas 77049
English-As-A-Second Language	Marylou B. Morrow, College of the Mainland, Texas City, Texas 77592
English	Joyce E. Powell, North Lake College, Irving, Texas 75038
Fashion Merchandising	Kay W. King, Houston Community College, Houston, Texas 77270
Foreign Language	Ana M. Hnat, Houston Community College, Houston, Texas 77270
Geology and Geography	Dave L. Hansmire, College of the Mainland, Texas City, Texas 77592
Government	Nancy Kral, Tomball College, Tomball, Texas 77375
Health Occupations	Sally J. Durand, Alvin Community College, Alvin, Texas 77511
Health, Physical Education, and Recreation	Peter E. Jones, Tyler Junior College, Tyler, Texas 75711
History	Rex Lewis Field, Palo Alto College, San Antonio, Texas 78224
Horticulture	David Hurley, Trinity Valley Community College, Athens, Texas 75751
Journalism	Larry C. Thompson, Northeast Texas Community College, Mount Pleasant, Texas 75455
Learning Resources	Kenneth Roach, Lee College, Baytown, Texas 77520
Legal Assistant	Joan Jones, Tyler Junior College, Tyler, Texas 75711
Mathematics	Nancy C. Long, Kilgore College, Kilgore, Texas 75662
Music	Doris D. Burbank, Alvin Community College, Alvin, Texas 77511
Office Technology	Janis A. Hutchins, Lamar University at Port Arthur, Port Arthur, Texas 77641
Philosophy	Bernard J. Mahoney, Houston Community College, Houston, Texas 77270
Physics and Engineering	Alex Kajstura, Northeast Texas Community College, Mount Pleasant, Texas 75455
Psychology	Richard E. Miller, Navarro College, Corsicana, Texas 75110
Radio and Television	Jerry Zumwalt, Navarro College, Corsicana, Texas 75110
Real Estate	Cheryl E. Nance, Amarillo College, Amarillo, Texas 79178
Registrars	David L. Petrash, Grayson County College, Denison, Texas 75020
Sociology and Anthropology	William M. (Bill) Gilker, III, Hill College, Hillsboro, Texas 76645
Speech and Drama	Jennifer Hanlon, Brazosport College, Lake Jackson, Texas 77566
Texas Administrators of Continuing Education for Community/Junior Colleges	Michael G. Cady, College of the Mainland, Texas City, Texas 77591
Texas Association of Community College Chief Student Affairs Administrators	W. Howard Rainwater, Grayson County College, Denison, Texas 75020
Texas Association of Junior and Community College Instructional Administrators	Linda D. Timmerman, Navarro College, Corsicana, Texas 75110
Texas Association of Post-Secondary Occupational Education Administrators	Ronnie L. Glasscock, South Plains College–Lubbock, Lubbock, Texas 79401
Texas Community College Child Development Educators Association	Berta Zavala, Laredo Junior College, Laredo, Texas 78040
Texas Junior College Management Educators Association	Russell Kunz, Collin County Community College–Spring Creek Campus, Plano, Texas 75074
Vocational-Technical Education	Robert M. Jones, Brazosport College, Lake Jackson, Texas 77566
Welding	James Owens, Houston Community College, Houston, Texas 77270

HOTEL RESERVATIONS SHOULD BE MADE EARLY

TJCTA members planning to attend the 45th annual convention, Feb. 27-29, 1992, at the Hyatt Regency hotel in Houston, are strongly urged to reserve hotel accommodations early.

A block of 750 rooms has been reserved for the TJCTA convention, but the entire block will probably be sold out by mid-January. An additional block of 250 rooms has been booked at the Doubletree hotel, conveniently located just across the street from the Hyatt Regency. TJCTA officials will attempt to secure additional room commitments, but any additional "overflow" housing will not be located within convenient walking distance of the Hyatt Regency.

Under special arrangements negotiated with the Hyatt Regency for the TJCTA meeting, persons who are registered at the convention will be permitted to park in the hotel parking facilities at no charge—as long as space is available. There will be a charge for hotel parking at the Doubletree. There is ample surface, off-street parking, at moderate daily rates, in lots located near the Hyatt Regency.

The Doubletree will honor the convention guest room rates published for the Hyatt Regency.

Room rates quoted in the housing form do not include applicable taxes.

With the exception of a few special tours arranged for some of the section meetings, all convention activities will be held at the downtown Hyatt Regency.

Hotel accommodations may be reserved by completing the form and mailing it *directly to the hotel*. Members are encouraged to use the official TJCTA housing reservation form on this pageto help assure correct arrangements. It is suggested that a copy of the form be retained for future reference. Forms should **not** be sent to the TJCTA state office, as that will only delay processing.

Reservations will be processed in the order received—on a first-come, first-served basis. **Reservations by telephone are not recommended.**

TJCTA State President Steve Dutton encouraged members to send in their reservation forms early. "We realize that the 1992 convention is five months away; but every year many members are disappointed to find that they have waited too long to reserve their hotel accommodations, and they have to stay at hotels some distance from the convention site. The only way to avoid that disappointment is to reserve rooms early," Mr. Dutton said.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1992 convention at the Hyatt Regency hotel, in Houston.

Suggestions should be received by Feb. 1, 1992, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 27, 1992, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

David M. Wilcox, Chairperson
TJCTA Resolutions Committee
110 Marrakech Court
Bellaire, Texas 77401

Other members of the Resolutions Committee are C. Reagan Hathcock, Vice Chairperson, Amarillo College; Matthew W. Coulter, Collin County Community College–Spring Creek; Sarah H. Hermes, Galveston College; Dotti L. Jones, College of the Mainland; Alex J. Kajstura, Northeast Texas Community College; Margaret A. Kimbell, Texas State Technical College–Waco; Betty J. Lowrance, Hill College; Irving D. Panzer, Houston Community College; James B. Riley, Palo Alto College; and Mark E. Workman, Frank Phillips College.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
45th Annual Convention
Hyatt Regency Hotel — Houston, Texas — February 27-29, 1992

HOTEL RESERVATION FORM

MAIL TO: HYATT REGENCY HOTEL — 1200 LOUISIANA STREET — HOUSTON, TEXAS 77002

Please reserve _____ room(s) of the type(s) checked below:

Check accommodations desired:	Rate:
_____ Single Room (1 person)	$ 70
_____ Double Room (2 persons)	$ 80
_____ Triple Room (3 persons)	$ 90
_____ Quad Room (4 persons)	$100
_____ One-Bedroom Suites (parlor with adjoining bedroom)	from $185
_____ Two-Bedroom Suites (parlor with two adjoining bedrooms)	from $400

Arrival Date: Feb. ____, 1992 Arrival Time: *______ ___.m. Departure Date: Feb. ____, 1992

(Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

**Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night's lodging.*

☐ *Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:*

Type ______________ *Number* ______________ *Expiration Date* ______________

IMPORTANT INFORMATION: The Hyatt Regency Houston is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name______________ Phone: A/C________-__________

Address______________ City______________ State__________ ZIP________

ROOM(S) WILL BE OCCUPIED BY:

NAME *(please print)*	ADDRESS	CITY / STATE / ZIP

A Texas Teacher in Romania

Katherine B. Eaton
Professor of English
Tarrant County Junior College–Northwest Campus

My friends entered a room, and I entered after a few minutes. I heard how they were speaking in English with a woman. I said to myself: "If the teacher is speaking with us from the beginning in English, it means that I shall take many bad grades." When Victor asked her, "Do you speak Romanian?" and she answered: "A little," I said to myself: "There's something dubious here."

That "something dubious" is me, Kate Eaton, in my usual life an English teacher at Tarrant County Junior College in Fort Worth, but this year, Fulbright Lecturer in ESL at the Polytechnic Institute of Iasi. What's an Iasi and how did a nice teacher from Texas get mixed up with it? Let me tell you.

Iasi is a city of about 400,000 in northeastern Romania, just ten miles from the Russian border. Iasians like to say that their city is built on seven hills, "like Rome." The gorgeous Carpathian mountains lie to the west. This is famous monastery country where visitors can see fifteenth- and sixteenth-century Orthodox churches with outside walls covered with sacred paintings—scriptures for the illiterate believers of the time.

Once the princely capital of Moldavia, Iasi was known to Romanians as the "city of poets and painters." It produced the country's first university and national theater, and nurtured Romania's most beloved poet, Mihai Eminescu.

Hardly a trace of that glory remains. After World War II, the surviving Jewish population, which had been at the intellectual and professional core of Iasi and other Moldavian cities, began its exodus. The interbellic baroque and art moderne homes and public buildings were mostly destroyed either by bombing or by decree of the dictator Ceaucescu, who ravaged the human face of Romanian cities, bulldozing the fine old buildings and cobbled streets. Vast unadorned boulevards and unending acres of concrete apartment buildings, structures known in Romania as "the blocks," replaced neighborhoods. "The blocks" look like—and are—dilapidated storage bins for the masses.

One of the rare places in Iasi which still keeps a bit of antique charm is the area around the city's University and Polytechnic Institute; I teach at the Polytechnic. Which brings me to the second part of the question: how did I get mixed up with an Iasi?

I shot off an application to the Council for International Exchange of Scholars, one of the agencies which manages the Fulbright Exchange program. I had taught at the University of Iasi in 1982-83, had been banned for "promoting a novel" (Bellow's *The Dean's December*), and I wanted to return, to see what things were like after the Revolution of December 22, 1989.

To be a Fulbright teacher in a needy, isolated country like Romania is to be an all around cultural ambassador. I teach four ESL classes, run an American Library, show video films, participate in an English Speakers Club, help students and teachers prepare applications for study in the United States—and that's just for starters. In a way, I am an arm of the American Embassy, and my experiences as a Fulbright teacher convince me that Fulbrighters are the real American diplomats. The career people in Bucharest, dedicated and helpful as they often are, live in luxury housing in exclusive neighborhoods and rarely visit the provinces, while my standard of living in Iasi is no better than that of most middle class Romanians, and in some respects not as good.

I arrived in Iasi on Friday, September 28. Rada Proca, Chairperson of the Polytechnic's Department of Foreign Languages, met my husband and me at the airport and drove us first to the Polytechnic so that I could see my American Library-classroom, her pride and joy, just one year old. Rada had been so eager to acquire a Fulbright teacher and American Library (a kind of package deal) that she fought a long battle to get a room set aside and then, having wrestled a room from the Polytechnic, had it painted lavender, decorated with rugs on the floor, lacy white curtains, and brown velveteen draperies. Tables covered with the fuzzy curtain material are arranged in a kind of ragged informal half-circle. The library's books (which are few) are kept on shelves behind glass doors with locks, and magazines (also few and tattered with use) are piled in wooden and cardboard boxes at the back of the room.

The minute I stepped inside the library, I was delighted to see three boxes from the United States Information Agency packed full of ESL textbooks I had ordered in August. Having these books meant that I and other English teachers at the Polytechnic would have a variety of first-rate ESL books to use in our classes.

A Romanian student attends class 30-35 hours per week (down from the prerevolutionary 40-45 hours) because they have no books. Their professors are their books. Until Kay Longmire, the Polytechnic's first Fulbrighter, arrived last year, the engineering students had no ESL texts. Their teachers had a drab, shabbily printed grammar book from which they copied exercises onto the blackboard, or typed carbons on manual typewriters, three or four copies at a time, for classes of 30 or 40.

On that first day, Rada mentioned only that I would be teaching four two-hour classes, and something about Monday being opening day.

By Sunday afternoon, I hadn't heard anything further, so I decided to give my chairperson a ring. "Hello, Rada, how are you?" I screamed into the phone (Romanian telephones barely work).

"To tell you the truth, Kate, not so well. I have a fever and a headache. We are being overwhelmed with students from Bessarabia. We have not enough classrooms for them. We have not enough teachers for them. They have not any places to live."

"I was just wondering how I can find out my teaching schedule."

"Call Mia. She makes the program."

So I called Mia, who made my "program": two classes on Tuesday mornings, 8:00 to 10:00 and 10:00 to 12:00, which meet on alternate weeks, and two classes on Friday nights, 4:00 to 6:00 and 6:00 to 8:00, every week. Mia also gave me a useful tip.

A Texas teacher writes of her experiences as a Fulbright Lecturer in Eastern Europe.

"Katty, the first meeting is just to talk to your students and find a good time to hold classes. You don't have to hold classes so early in the morning if you don't want it. When you see them on Tuesday, just ask them, wouldn't they prefer a later hour. How do you feel about that, Katty?"

I feel fine about that! And the same goes for the Friday night classes. "You can change that too, Katty, if you want. Since the revolution, we have the idea of the weekend, Katty, and we like it." And I like Mia and her consensus scheduling.

I did quickly change my Friday night classes to earlier in the week, which was easy because for the first three weeks only six night students ever showed up for class. Presumably the others were still searching for places to live.

When they finally did appear, it was in such large numbers that Mia felt moved to give me another tip. "Katty! All the students want English! But after the revolution the students' union made a rule that classes haven't more than 20. It's good, Katty, don't you agree?" I agree! Even Plato would concur that a class limit of 20 is good. "So when your students arrive you must give them a test and only take the best 20. Tell the others we have many nice languages they can study—German, French, Russian." (The result of my test was that a class of 40 shrivelled to 25, but a class of 16 mysteriously bloomed into 30; so much for revolutionary ideals. I did tell them about the other "nice languages"). As for the 8:00 a.m. students, they showed up in force on the first day and all agreed they didn't mind getting up early. Drat!

My students have had eight to ten years of English prior to entering the Polytechnic, which sounds impressive; but in grade school and high school their English classes met only once a week for an hour and were large: perhaps 30 to 40 students per class, which "didn't give us much chance for talking English." The last two years of high school were devoted to preparing for entrance exams, so language study was even further neglected. Unfortunately, students at the Iasi Polytechnic aren't getting a better deal now, as far as foreign language preparation is concerned. Two hours a week or (worse yet) every other week is hardly intensive study. Yet now that Romania is opening to the West, English fluency is the lifeline for young people who want to advance in their careers and who hope, as most all do, to emigrate to the United States.

I try to make the small amount of time available to us rich with opportunities to use the language creatively and actively. Grammar drills generally take second place to conversation groups.

Toward the end of October, I set to work on a Halloween poster to decorate the Library and use as a conversation starter in my classes. I don't approach the creation of posters with great enthusiasm, but it seemed to me the sort of thing a librarian-language teacher-cultural ambassador ought to do, so I donned my safari suit and set out to hunt for poster materials in the drab and barren shops of Iasi. In a land where even toilet paper is a rarity, how could I ever find colored construction paper? I couldn't, though I searched every department store, bookstore, and stationery in Iasi. The trophies of the hunt amounted to one large slab of grayish posterboard and a tiny box with four colored pencils. Romanian life is desperately lacking in sheen and gloss. Even the color in the pencils was leached, so when I got home, I surveyed my books, pamphlets, wastebasket. An old poster advertising the Iasi Philharmonic yielded hulking black letters which I used for "Happy Halloween." Fortunately the Iasi Philharmonic likes to do German composers, or I might never have found a *W*. A State Department booklet on how to avoid being forcibly recruited as a spy contributed drawings of spiders and webs; its shiny red cover I cut into the shape of droplets so that "Happy Halloween" appeared to be sloshed with blood. No matter that students identified my black cat as a duck. Was there a pumpkin? A witch? Of course. This poster is a classic.

My students have passed gruelling competitive exams in math and science in order to be accepted at the Polytechnic. They represent Romania's best and brightest, and I worried that I might be insulting them with my grade school style poster. Nevertheless, having sweated over the thing, I was determined to use it, and so I explained Halloween to three of my four classes, waving the odd assortment of pictures in front of their politely attentive faces. Did they think it was all too silly? I couldn't tell.

Only the 6:00 to 8:00 class didn't get the Halloween spiel because it was almost Halloween before I ever saw any of them. I thought I'd better skip the pop culture for once in favor of irregular verbs. First things first. Right at the end of November, a few minutes before the end of class, Lucian, the most serious of serious students, raised his hand. "You told the others about Halloween," he said, "but you haven't said anything to us. We need that information." You do? Good Lord! Had they been quietly waiting all this time for the Halloween Lecture? I opened one of the cabinets, pulled out The Poster, unrolled it, and once again explained Halloween.

I've also spoken to my students about Thanksgiving, but decided to skip the art work. It's a food holiday after all, and I was reluctant to display a typical American Thanksgiving dinner to students whose parents wait in block-long lines to buy onions. But if you want to see my Christmas poster, fashioned out of gift wrap from the National Gallery and foil from Nestlés Crunch bars, just drop by the American Library of the Iasi Polytechnic Institute. You might even catch a glimpse of me, teaching English and promoting novels!

Dr. Eaton is Professor of English and English as a Second Language at the Northwest Campus of Tarrant County Junior College. She holds BA and MA degrees from the University of Illinois, MA and Ph.D. degrees from the University of Wisconsin, and the Ph.D. from the University of North Texas. Dr. Eaton was a Fulbright Lecturer at the University of Iasi, in Romania, in 1990-91. She was there previously as a Senior Fulbright Lecturer in American Literature and English as a Second Language in 1982-83.

A wise investment...

Here are some of the ways TJCTA has served its members...

- Expended more than $75,000 in attorney's fees to provide expert legal advice to 67 members from 43 campuses
- Provided formal testimony before committees of the Texas Legislature on 21 occasions
- Was the *only* professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed a *Legislative Update* apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 53 campuses
- Responded to requests for advice and information from members of governing boards at 13 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 34 community junior college campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the *largest* meeting of community junior college educators in the nation, which included...
    - More than 125 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
    - A symposium on the use of computers in instruction
    - A seminar on "Financial Planning for College Teachers"
    - A session on development and implementation of televised instruction
    - A seminar for retired and " soon-to-be-retired" educators
    - A placement center offering information about professional staff openings
    - More than 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance

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Membership Period: September 1, 1991–August 31, 1992.

MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3298.

TJCTA
MESSENGER
A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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VOLUME XXIII DECEMBER 1991 NUMBER 2

GOVERNOR APPOINTS PAST TJCTA PRESIDENT TO COORDINATING BOARD

Martha Miller, a former state president of the Texas Junior College Teachers Association was named by Gov. Ann Richards in December to the Texas Higher Education Coordinating Board. Miss Miller was appointed for a six-year term expiring in 1997. She attended her first meeting as a voting member of the Board on Dec. 16.

Martha Miller

Miss Miller served on the TJCTA executive committee several years in the 1960s, including her year as state president in 1962-63. For many years she was a member of the faculty of Panola College. She later served as the college's registrar and was appointed Dean of Admissions. The college's administration building is named the Martha A. Miller Administration Building in her honor.

She took early retirement in Sept. 1988 to pursue other interests, and she now resides in Texarkana.

The current TJCTA state president, Steve Dutton, voiced approval of Miss Miller's appointment, noting that while other TJCTA leaders have previously served on the Coordinating Board, Miss Miller is the first state president to be appointed. Mr. Dutton said that he is gratified that a person with a long and intimate knowledge of the mission of Texas two-year colleges has been named to the Board. "Miss Miller will have the unique opportunity to contribute positively and constructively as a voting Board member and will be in a position to help other members to understand better the important work of the state's community junior colleges," Mr. Dutton said.

Acknowledging the significance of her appointment, Miss Miller said, "I consider the appointment an honor and I look forward to working with many of my old friends and making new friends. Many of the issues to be considered are in areas that I am familiar with and interested in. Hopefully I will be able to make a positive contribution."

INFLATION CONTINUES GAIN ON SALARIES

Texas community junior college faculty members this year saw their salaries continue to slide behind the steadily increasing cost of living. While salaries rose an average of about 3 percent statewide for the 1991-92 academic year over the preceding year, the Consumer Price Index rose approximately 4.1 percent in 1991 over 1990. Several colleges granted no raises at all; some granted across-the-board "cost of living" increases but denied "step" advancement. Furthermore, some institutions scrapped salary schedules altogether, making meaningful comparisons with salaries at other institutions impossible.

These were the findings of the annual study of faculty salaries conducted by the Texas Junior College Teachers Association. This is the fifteenth year that TJCTA has undertaken an extensive study of faculty salaries at the state's public two-year colleges. All 49 districts participated in this year's study, according to TJCTA state president Steve Dutton.

The tabular report of this year's TJCTA salary study appears on pages 6-7 of this issue of the Messenger.

The TJCTA study is generally recognized as the most reliable compilation of salary data available. "Our study is based on written responses to our questionnaire, submitted by officials at the 49 college districts," said Mr. Dutton. Each official also provides a copy of the institution's faculty salary schedule, and questionnaire responses are verified by comparing reported data with the published schedules. Where appropriate, college officials provide information concerning salaries of instructors in their first, sixth, eleventh, sixteenth, and twenty-first years of employment.

"We believe the TJCTA study is much more accurate than those which report 'average budgeted salaries,'" Mr. Dutton said. "In those surveys the older colleges have a distinct advantage over districts formed in more recent years, since large numbers of veteran faculty members are placed at the higher end of the schedule, in effect 'loading' the study in favor of the long-established schools."

An analysis of survey results points out wide differences in salaries offered among the schools. For example, a beginning instructor holding a Master's degree will be paid as little as $21,000 at one college and as much as $29,000 at another—a variation of 38 percent. After 20 years, the disparity persists: A teacher holding a Master's degree and 30 postgraduate hours will receive $29,255 at one college and $41,103 at another—a variation of 40 percent.

Salary comparisons are not made without risks. Costs of living vary—sometimes significantly—from city to city. And, depending on one's personal preferences, the quality of life and the working environment might well justify a substantial salary differential. The salary variations are significant, nonetheless, and provide dramatic evidence of the difficulties some schools might anticipate in recruiting—and keeping—well-qualified teachers as the nationwide teacher shortage makes its way to Texas.

FACULTY BUYING POWER CONTINUES TO FALL

The table below shows the decline in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, eleventh, sixteenth, and twenty-first consecutive years of service. Data are based on an increase in the Consumer Price Index of 4.1 percent for 1991 over 1990. (* Salaries in sixteenth and twenty-first years are based on 30 graduate credit hours above master's degree.)

	State Average Salaries—Master's Degree		Percent Increase	Change in Purchasing Power
	1990-91	1991-92		
First Year	$24,284	$24,916	2.60%	– 1.50%
Sixth Year	26,728	27,709	3.67%	– 0.43%
Eleventh Year	29,031	30,062	3.55%	– 0.55%
Sixteenth Year	32,877*	33,933*	3.21%	– 0.89%
Twenty-first Year	34,311*	35,479*	3.40%	– 0.70%

PRESIDENT'S MESSAGE

With the beginning of the Spring Semester, many of us enjoyed a welcome break between semesters. We used this time to review and analyze the last semester and to gather strength for that to come. The Fall Semester was good, but maybe we can make the Spring still better. We can try.

Austin is calm now, catching its breath after last summer's hectic legislative sessions. Most of the bills that passed have taken effect—for better or worse. As for Texas community, junior, and technical colleges—we've survived another year. No more regular legislative sessions until January 1993, but now is the time for you and your faculty association to seek out your senators and representatives and tell them more about the good work of your college and of the invaluable contributions of all Texas two-year colleges. You can help your legislators help us serve the citizens of Texas. It may be that the best work of the 1993 legislative session can begin right in your own backyard.

In August a new employee, Richard Moore, joined our TJCTA state office staff. For 15 years Charles Burnside and Carol Fricke have been the only professional staff that most of us have known. Now Richard brings his enthusiasm, his youth, his energy, and knowledge to the state office. Over the last several months I have enjoyed Richard's company in attending TJCTA committee meetings. Richard is a fine addition to our staff. Say hello to him at the annual convention in February and make him feel welcome.

In September TJCTA held a successful Conference for Faculty Organization Leaders. Faculty representing some 49 community junior colleges from across the state gathered to hear presentations on the faculty role in college governance, leadership roles that faculty should take, and legal developments affecting faculty rights.

During September, October, and November, each of the Association's major committees met to discuss issues, to conduct business, and to plan the year's activities. The Editorial Review Board under the chairmanship of Richard Lancaster again promises articles of interest in the *TJCTA Messenger.*

Our state membership chairperson, Deann Merchant, and our tireless campus representatives have spearheaded another membership drive that to date puts us ahead of last year's pace. Just as there is safety in numbers, so is there strength. And, even though this is not a legislative year, we still need to let the Legislature know that we are strong and determined. If you know of colleagues who have not joined, please encourage them with a gentle reminder.

The highlight of the academic year will occur on February 27-29, 1992, with the 45th annual TJCTA convention at the Hyatt Regency hotel in Houston. Section chairpersons have been busy arranging for speakers and programs that promise excellent educational opportunities and benefits. Mark your calendar, put in your travel request, so you won't miss this convention. It's still not too late to make reservations, and it's certainly not too early!

I am eagerly looking forward to seeing you in Houston, and I wish you a happy, fulfilling, and successful Spring Semester.

Steve Dutton

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1992 convention at the Hyatt Regency hotel, in Houston.

Suggestions should be received by Feb. 1, 1992, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for 3:00 p.m., Thursday, Feb. 27, 1992, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

David M. Wilcox, Chairperson
TJCTA Resolutions Committee
110 Marrakech Court
Bellaire, Texas 77401

Other members of the Resolutions Committee are Reagan C. Hathcock, vice chairperson, Amarillo College; Matthew W. Coulter, Collin County Community College–Spring Creek; Sarah H. Hermes, Galveston College; Dotti L. Jones, College of the Mainland; Alex J. Kajstura, Northeast Texas Community College; Margaret A. Kimbell, Texas State Technical College–Waco; Betty J. Lowrance, Hill College; Irving D. Panzer, Houston Community College; James B. Riley, Palo Alto College; and Mark E. Workman, Frank Phillips College.

EDITORIAL POLICY

1. The *TJCTA Messenger* provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the *Messenger*. Publicity accorded to a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-contrast original of the manuscript with the author's name only on a separate cover sheet.

5. Articles published in the *Messenger* may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the *TJCTA Messenger*. Brief quotations and statistical data may be reproduced provided that the *TJCTA Messenger* is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Editorial Review Board, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3298. Authors should retain copies of their manuscripts for their files.

TJCTA
MESSENGER

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STEVE DUTTON
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

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MOST SCHOOLS MAKE UP ORP CUT

The Texas Legislature voted last August to reduce the state's contribution to employees' Optional Retirement Programs from 8.5 percent to 7.31 percent, beginning Sept. 1. A rider to the general appropriations bill authorized colleges to use "local or other sources of funds" to make up the 1.19 percent to bring the employer's contribution up to 8.5 percent.

The majority of Texas public community junior colleges have elected to supplement the state's contribution. According to responses to a survey by the Texas Junior College Teachers Association, 30 college districts are paying the differential, and 19 districts have chosen not to contribute to their employees' ORP accounts.

The following districts are paying the 1.19 percent differential:

Alamo Community College District
Alvin Community College
Amarillo College
Angelina College
Austin Community College
Bee County College
Blinn College
Central Texas College
Clarendon College
College of the Mainland
Collin County Community College
Dallas County Community College District
El Paso Community College
Galveston College
Hill College
*Laredo Junior College
Lee College
Navarro College
North Harris Montgomery Community
  College District
Northeast Texas Community College
Panola College
San Jacinto Junior College District
Texarkana College
Texas Southmost College
Trinity Valley Community College
Tyler Junior College
Vernon Regional Junior College
The Victoria College
Western Texas College
Wharton County Junior College

(*Laredo Junior College pays the differential only for employees hired prior to Sept. 1, 1991.)

The following districts have thus far declined to supplement the state's ORP contribution:

Brazosport College
Cisco Junior College
Cooke County College
Del Mar College
Frank Phillips College
Grayson County College
Houston Community College
Howard College
Kilgore College
McLennan Community College
Midland College
Odessa College
Paris Junior College
Ranger Junior College
South Plains College
Southwest Texas Junior College
Tarrant County Junior College District
Temple Junior College
Weatherford College

All of the state's public four-year universities and professional schools are funding the 1.19 percent to supplement the state contribution. When the bill was first passed, it appeared that virtually all of the two-year schools would also make up the amount of the reduction. However, as questions arose surrounding the Legislature's intent and an apparent conflict between the appropriations bill rider and general law, several institutions chose not to include the ORP supplement in their budgets.

Plans by community college representatives to request an Attorney General's Opinion to clarify the issue have been put on hold at least temporarily because of fears that an adverse opinion would prompt some (or all) of the 30 districts now supplementing the state's contribution to reconsider that action. Concern has also been expressed that the 1993 Legislature might repeal the discretionary rider and resolve the conflict in the law by setting the total employer ORP contribution rate at the lower amount.

REQUEST FOR BANQUET TICKETS

Please send __________ ticket(s) at $25 each for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 27, 1992, at the Hyatt Regency hotel, Houston.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 25, and that **no refund will be made for reservations cancelled after that time**. (Banquet tickets *are* transferrable.)

Hold ticket(s) to be picked up at the convention registration desk under my name.

Mail ticket(s) to me at the address shown below.

Name

Address

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 18 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 45th annual TJCTA convention will be a banquet meeting open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 27, the event will be held in the Imperial Ballroom of the convention headquarters hotel, the Hyatt Regency, in downtown Houston.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

Carl E. Hurley

Featured speaker for the convention's opening session will be Carl E. Hurley, a full-time professional speaker/entertainer. Frequently described as "America's funniest professor," Dr. Hurley is a native of Kentucky. He draws on his experiences growing up in the Appalachian mountains of eastern Kentucky in passing on to his audiences stories and anecdotes of life in rural America. He makes more than 200 appearances annually for professional and business groups, education conferences, youth organizations, sales and marketing seminars, and churches.

According to one commentator, "Whether doing country humor or delivering a convention keynote address, Dr. Hurley is known for his infectious laugh, twinkling of eye, and wide grin—and the use of humor as a carrier for his message."

Dr. Hurley holds the Bachelor of Science and Master of Education degrees from Eastern Kentucky University and received his doctorate from the University of Missouri–Columbia. He was named as one of the "Outstanding Young Men in America" by the United States Jaycees; received the "Trail Blazer Award" from the Citizens Life and Security Company; was honored for "Outstanding Contributions to the Field of Education" by the University of Missouri; is a 32nd degree Scottish Rite Mason and a lay leader in the United Methodist Church.

Tickets for the banquet will be sold for $25 and ***must be purchased in advance***. Banquet tickets will *not* be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 18. Tickets will be mailed or may be held at the convention registration desk.

For those unable to attend the banquet but who wish to hear Dr. Hurley's address, limited seating will be available in the Hyatt Regency's Imperial Ballroom at 8:00 p.m.

The Capitol. It stands for freedom and strength in Texas. Westel. It stands for savings and choice in Texas.

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Los Angeles	1.02	1.01	1.01	.84

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Address
City State Zip
Phone Number(s)
Number of Calling Cards requested
Estimated monthly long distance usage
Social Security Number
Employer
Employer Phone Number

Signed Date

If a copy of the local phone company's bill indicating the conversion charge is sent to Westel within 90 days of service, Westel will issue credit for the charge. If within the initial 90 days, I'm not satisfied with the low rates and excellent sound quality, Westel will credit the phone company's fee to convert my phone to my previous carrier. For this credit, I just need to send Westel a copy of the bill indicating this charge.

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Westel, Inc.
P. O. Box 1985
Austin, Texas 78767-1985

Or call Westel's Association Representative at 1-800-580-5565.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
SURVEY OF FACULTY SALARIES — TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES — 1991–92

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

BASE SALARY — NINE - MONTH CONTRACT

COLLEGE DISTRICT	BEGINNING SALARY (First Year of Service — No "Step" Increases)								AFTER FIVE CONSECUTIVE YEARS (Sixth Year of Service)								AFTER TEN CONSECUTIVE YEARS (Eleventh Year of Service)								AFTER FIFTEEN CONSECUTIVE YEARS (Sixteenth Year of Service)								AFTER TWENTY CONSECUTIVE YEARS (Twenty-first Year of Service)							
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 37)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 44)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 47)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 48)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 26)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 31)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 35)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 35)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 23)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 28)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 33)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 33)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 23)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Degree)	Rank (1 to 28)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	Rank (1 to 33)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 33)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 23)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 28)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	Rank (1 to 33)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 33)
Alamo Community College District	23,111	21	23,111	23	24,892	26	29,606	14	25,232*	13	25,232*	17	27,277*	22	32,131*	17	27,317*	10	27,317*	15	29,624*	17	34,619*	17	29,401*	10	29,401*	15	33,974*	15	37,105*	19	31,486*	9	31,486*	12	36,392*	14	39,592*	19
Alvin Community College	24,047	14	21,607	34	24,047	34	28,238	33	27,876	5	25,049	19	27,876	19	32,736	11	32,315	2	29,038	8	32,315	5	37,950	3	34,978	2	31,431	7	36,906	5	41,078	5	35,978	3	32,431	9	37,906	8	42,078	11
Amarillo College	—		22,599	26	24,504	30	29,524	16	—		24,270*	25	26,175*	27	31,195*	24	—		26,777*	21	28,960*	23	33,980*	22	—		27,779*	18	32,546*	23	36,765*	20	—		27,779*	19	33,242*	26	39,550*	21
Angelina College			—		26,244	13	30,408	11	—		—		28,824	12	32,988	9	—		—		31,404	10	35,568	14	—		—		34,152	14	38,148	14	—		—		34,152	21	40,728	15
Austin Community College	25,007	6	25,007	6	25,007	22	26,582	41	25,007	16	25,657	15	25,657	29	28,982	34	26,957	14	28,907	10	28,907	24	34,857	16	30,207	8	32,832	5	33,907	16	38,107	16	33,457	6	36,082	3	37,157	12	42,007	12
Bee County College	17,364	37	19,631	44	23,840	36	29,053	22	19,150	26	21,418	31	25,627	30	30,838	27	21,319	23	23,587	27	27,848	26	33,062	26	23,489	23	25,758	23	31,825	29	35,296	26	25,660	20	27,927	18	34,060	23	37,532	25
Blinn College	—		21,000	36	26,800	7	30,800	7	—		22,250	30	28,050	16	32,050	18	—		23,500	28	29,300	18	33,300	25	—		24,750	26	32,550	22	34,550	30	—		26,000	23	33,800	25	35,800	31
Brazosport College	25,000	7	25,000	7	25,000	23	25,000	46	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Central Texas College	20,400	34	22,500	28	25,600	19	28,000	35	22,400	25	25,000	20	28,600	13	32,000	19	24,400	22	27,500	13	31,600	9	36,000	10	26,400	18	30,000	13	35,750	7	40,000	6	26,400	18	31,500	11	37,700	10	42,400	9
Cisco Junior College	—		21,414	35	22,059	44	25,286	45	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Clarendon College	—		22,400	29	26,400	12	28,400	31	—		23,400	28	27,400	20	29,400	32	—		24,400	26	28,400	25	30,400	32	—		24,400	28	30,400	32	31,400	32	—		24,400	28	30,400	32	31,400	33
College of the Mainland	—		—		23,136	40	27,086	40	—		—		25,449	32	29,795	31	—		—		27,763	28	32,503	30	—		—		32,027	26	35,212	28	—		—		34,340	20	37,920	24
Collin County Comm. College District	25,500	5	25,000	7	25,000	23	28,000	35	29,316	2	29,316	2	29,316	7	32,136	16	College opened in 1985								College opened in 1985								College opened in 1985							
Cooke County College	20,800	32	20,800	40	22,300	43	24,300	47	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Dallas County Comm. College District	—		—		29,000	1	34,040	1	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Del Mar College	24,990	8	24,990	9	26,680	8	31,125	6	27,490*	6	27,490*	5	29,180*	9	33,625*	6	29,490*	5	29,940*	5	31,180*	11	35,625*	13	30,240*	7	30,240*	12	31,930*	28	36,375*	23	30,240*	11	30,240*	15	31,930*	30	36,375*	29
El Paso Community College	23,289	18	23,898	17	25,365	21	29,216	19	25,776	11	26,451	11	28,074	15	32,335	13	28,529	7	29,274	6	31,070	12	35,790	11	31,576	5	32,400	6	36,099	6	39,613	8	34,947	4	35,860	4	39,953	3	43,843	2
Frank Phillips College	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Galveston College	21,000	30	21,000	36	23,000	42	28,000	35	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Grayson County College	24,432	10	24,432	11	24,932	25	28,624	28	26,585	8	26,585	8	27,085	23	31,141	25	28,792	6	28,792	11	29,292	21	33,929	23	31,415	6	31,415	8	34,523	12	37,635	17	33,398	7	33,398	7	36,933	13	40,379	17
Hill College	23,227	19	23,227	21	24,418	32	29,182	20	26,204	10	26,204	12	27,396	21	32,160	15	—		—		30,373	14	35,138	15	—		—		32,755	20	38,115	15	—		—		32,755	27	40,498	16
Houston Community College System	—		20,925	39	23,688	37	26,460	42	—		25,659	14	28,962	11	32,265	14	—		29,943	4	33,786	3	37,620	5	—		34,002	3	39,825	2	42,759	1	—		34,002	5	39,825	4	42,759	6
Howard College	22,542	25	22,542	27	24,421	31	29,429	17	24,978	17	24,978	21	26,857	25	31,865	21	27,414	9	27,414	14	29,293	20	34,301	20	27,414	15	27,414	19	33,398	18	36,737	21	27,414	15	27,414	20	33,885	24	39,173	22
Kilgore College	21,845	29	23,568	18	24,719	29	28,167	34	24,135	22	25,858	13	27,009	24	30,457	30	26,425	17	28,148	12	29,299	19	32,747	29	28,715	13	30,438	10	32,739	21	35,037	29	31,005	10	32,728	8	35,029	17	37,327	27
Laredo Junior College	22,350	26	22,250	31	24,250	33	28,400	31	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Lee College	25,760	4	25,760	4	27,127	3	31,258	5	28,773	3	28,773	3	29,869	4	34,000	5	31,515	3	31,515	2	32,743	4	36,874	6	34,588	3	34,588	2	37,069	4	39,948	7	37,798	2	37,798	2	40,418	2	43,298	5
McLennan Community College	23,495	15	23,495	19	26,608	9	32,263	3	26,590	7	26,590	7	29,703	5	35,358	2	27,209	11	27,209	16	30,322	15	38,453	2	27,209	16	27,209	20	35,702	8	41,548	4	27,209	16	27,209	21	35,702	15	43,405	3
Midland College	—		—		27,105	4	30,450	9	—		—		29,355	6	33,450	8	—		—		31,605	8	36,450	9	—		—		35,024	11	39,450	10	—		—		37,274	11	42,450	8
Navarro College	18,404	35	20,763	41	25,482	20	28,785	26	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
North Harris Montgomery Comm. Coll	26,546	3	26,546	3	26,546	11	30,446	10	31,417	1	31,147	1	31,147	2	35,512	1	34,961	1	34,961	1	34,961	1	39,056	1	38,505	1	38,505	1	40,395	1	42,600	2	39,213	1	39,213	1	41,103	1	43,308	4
Northeast Texas Community College	24,277	12	24,277	15	25,682	18	29,620	13	26,527	9	26,527	10	27,932	17	31,870	20	College opened in 1985								College opened in 1985								College opened in 1985							
Odessa College	27,000	1	27,000	1	27,000	5	30,656	8	28,297	4	28,297	4	28,297	14	33,557	7	31,014	4	31,014	3	31,014	13	37,905	4	33,298	4	33,298	4	34,519	13	42,362	3	33,841	5	33,841	6	35,606	16	45,079	1
Panola College	22,600	24	22,600	25	23,300	39	28,500§	30	24,850	18	24,850	22	25,550	31	30,750§	29	27,100	12	27,100	17	27,800	27	33,000§	28	29,350	11	29,350	16	32,300§	24	35,250§	27	29,850	13	29,850	17	34,550§	18	37,500§	26
Paris Junior College	—		20,323	42	21,947	46	24,120	48	—		22,803	29	24,427	34	26,600	35	—		25,898	22	27,522	29	29,694	33	—		25,898	22	29,255	33	30,463	33	—		25,898	24	29,255	33	32,130	32
Ranger Junior College	18,000	36	20,000	43	21,000	47	26,000	43	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
San Jacinto Junior College District	24,522	9	24,522	10	24,747	28	27,747	38	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
South Plains College	24,400	11	24,400	13	26,208	15	28,790	25	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Southwest Texas Junior College	24,205	13	24,205	16	26,215	14	28,945	23	25,330	12	25,330	16	29,260	8	32,365	12	25,330	19	25,330	23	32,305◊	7	35,785◊	12	25,330	21	25,330	25	35,325◊	10	38,530◊	12	25,330	22	25,330	26	38,440◊	6	41,275◊	13
Tarrant County Junior College District	26,600	2	26,600	2	26,600	10	29,600	15	—		—		32,320	1	32,745	10	—		—		34,175	2	34,492	18	—		—		37,958	3	39,519	9	—		—		39,547	5	42,686	7
Temple Junior College	22,948	22	22,948	24	24,760	27	33,785	2	24,448	20	24,448	24	26,260	26	35,285	3	24,448	21	24,448	25	26,260	33	36,785	7	24,448	22	24,448	27	30,468	31	38,285	13	24,448	23	24,448	27	30,468	31	39,785	18
Texarkana College	22,859	23	24,392	14	25,704	17	29,643	12	25,049	15	26,575	9	27,890	18	31,827	22	27,452	8	28,984	9	30,299	16	34,325	19	28,765	12	30,299	11	32,815	19	35,548	25	28,765	14	30,954	14	34,126	22	36,859	28
Texas Southmost College	23,202	20	23,202	22	26,989	6	31,372	4	24,241	21	24,241	26	29,025	10	34,931	4	25,193	20	25,193	24	29,025	22	36,487	8	25,386	20	25,386	24	33,582	17	39,194	11	25,386	21	25,386	25	37,846	9	40,751	14
Trinity Valley Community College	23,387	16	23,387	20	23,955	35	29,067	21	25,092	14	25,092	18	25,660	28	30,772	28	26,797	16	26,797	20	27,365	30	32,477	31	28,502	14	28,502	17	30,774	30	34,182	31	30,207	12	30,207	16	32,479	28	35,887	30
Tyler Junior College	21,000	30	21,000	36	21,000	47	25,800	44	23,760	24	23,760	27	23,760	35	29,191	33	26,883	15	26,883	19	26,883	32	33,028	27	26,883	17	26,883	21	31,933	27	37,368	18	26,883	17	26,883	22	31,933	29	42,279	10
Vernon Regional Junior College	20,762	33	21,652	33	23,135	41	27,168	39	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
The Victoria College	22,273	27	25,057	5	27,841	2	29,372	18	23,994	23	26,993	6	29,993	3	31,642	23	25,848	18	29,080	7	32,311	6	34,088	21	25,848	19	31,327	9	35,330	9	36,722	22	25,848	19	31,327	13	38,060	7	39,560	20
Weatherford College	23,365	17	24,414	12	26,166	16	28,920	24	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Western Texas College	—		22,252	30	23,485	38	28,666	27	Salary increases are not automatic								Salary increases are not automatic								Salary increases are not automatic								Salary increases are not automatic							
Wharton County Junior College	22,050	28	22,050	32	22,050	45	28,550	29	24,550†	19	24,550†	23	24,550†	33	31,050†	26	27,050†	13	27,050†	18	27,050†	31	33,550†	24	29,550†	9	29,550†	14	32,050†	25	36,050†	24	32,050†	8	32,050†	10	34,550†	18	38,550†	23
AVERAGE SALARY	*23,042*		*23,131*		*24,916*		*28,802*		*25,656*		*25,638*		*27,709*		*31,972*		*27,555*		*27,714*		*30,062*		*34,844*		*29,196*		*29,387*		*33,933*		*37,605*		*30,296*		*30,416*		*35,479*		*39,823*	
MEDIAN SALARY	*23,227*		*23,157*		*25,000*		*28,855*		*25,162*		*25,330*		*27,890*		*32,050*		*27,100*		*27,366*		*29,624*		*34,619*		*28,765*		*29,476*		*33,582*		*37,635*		*30,207*		*30,597*		*35,029*		*40,379*	

NOTES: * Reported salaries do not include compensation for advancement in academic ranking: Alamo Community College District ($506 for Assistant Professor, $1,011 for Associate Professor, and $1,518 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,700 for Assistant Professor, $4,000 for Associate Professor, and $8,000 for Professor).

§ Panola College: Assumes graduate hours above Master's degree were earned since June 1, 1986.

◊ Southwest Texas Junior College: Assumes six graduate credit hours earned during past five years.

† Wharton County Junior College: Reported salaries do not include cost-of-living increases which were granted but not made a part of the salary schedule.

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Editor's Note: Under special arrangements between TJCTA and the Texas Association of College Teachers (TACT), publication rights to the annual TACT study of Optional Retirement Programs and Tax Deferred Account investments were acquired by TJCTA. Results of the TACT analysis appear on the following pages of this issue of the *Messenger*.

Analysis of Possibilities for ORP/TDA

Frank L. Wright
Special Consultant and Executive Director *Emeritus*
Texas Association of College Teachers

Makes Big Difference

You have probably heard it said that the purchase of a home will be the most important financial decision you will ever make. But, in truth, the value of your retirement program, including Optional Retirement Program (ORP) or Teacher Retirement System (TRS), social security, and other possible savings, will greatly exceed the value of any home or building you will ever buy.

Frank L. Wright

A faculty member, for example, entering the profession at age 30 and at an average salary of about $30,000 can achieve an ORP value of $2.1 million by age 65. (This figure assumes salary increases of 5% per year, continuation of present rate of contributions, and deposit into an account compounding at 8% annually.) Even more startling is the fact that this figure would increase by more that half a million dollars—$561,084, to be exact—if this faculty member could raise the performance just 1%, to 9% compounding for this period.

Have you paid attention to your ORP investment recently? Or have you considered supplementing TRS or ORP with a flexible TDA investment? Small differences at this time can make a major difference over the long haul. The articles on these pages of the *Messenger* are designed to stimulate you to consider this matter and to help you make sound decisions about placement of ORP and/or TDA savings.

In Your Interest

Everyone employed by a Texas public college or university has a potential interest in the information presented here. Persons using ORP as their official retirement will want to use this information to assure themselves that they are utilizing the best possible vehicle for their purposes. All others are qualified to make additional savings in a tax sheltered form by utilizing these same products. They should plan to use one of these programs if they are able to save systematically in any regular amount and can afford to put savings away until they reach age 59½.

Saving "before tax" dollars is nearly always advantageous because the savings on current taxes are put to work earning tax deferred dollars for future use. Withdrawals when taken at or before retirement will be taxable as regular income, but the extra earnings made by dollars that otherwise would have been paid in taxes plus the tax sheltering of all earnings or growth in the meantime will nearly always add up to more than taxes due on withdrawal. Regulations about withdrawing funds from TDA make it desirable to use this vehicle for planned expenditures to take place after you have reached age 59½. Prior to that age, withdrawals are restricted to death, disability, and certain financial hardships, with the latter having a 10% penalty in most cases.

The amount you can save by salary reduction, in addition to ORP and TRS, is limited by the 1986 "Tax Reform" law, and some question still remains about how to calculate the exact amount. The Advisory Committee and the Administrative Council under the Texas Higher Education Coordinating Board issued a suggested formula for calculating the "Maximum Exclusion Allowance"—which is the technical term for the amount you can defer. Your college and/or company probably has a formula which they want used for this calculation, which may or may not be the "suggested" one. The formula uses salary, years of service, and previous tax sheltering to arrive at the amount which now can be tax deferred. Such calculations should allow you to tax shelter from 7% to 13% of salary by voluntary salary reductions, in addition to ORP and/or TRS "pickup" payments, with a ceiling of $9500 per year. For persons employed 15 years or more, limited "catch up" provisions allow exceeding this amount.

These same products can be used for other tax deferred savings—IRA, Keogh, or HR10, 401(k) deferred compensation plans—but the 403(b) program is preferred for most faculty under the 1986 tax law. Persons with self-employed income from royalties or writing or consultation should, however, use some version of the Keogh plan for self-employed income in addition to the 403(b) program.

Evaluating Products

All of the products discussed herein are technically known as 403(b) programs (after IRS Code section) but common names are TSA (Tax Sheltered Annuity), TDA (Tax Deferred Annuity or Account), or Salary Reduction Account. In these articles the term TDA will be used to designate all vehicles for use under 403(b)—Fixed Annuities, Variable Annuities, Direct Investment in Mutual Funds, or Custodial Accounts.

Since IRS now allows a nontaxable transfer from one vehicle to another, since most colleges provide for changing vehicles for ORP and TDA at least annually, and since most companies will cooperate in transferring accumulated funds, no faculty member, librarian, or other qualified participant needs to remain locked into an inferior program.

Companies Included

Every company writing any significant number of ORP/TDA programs in higher education in Texas was invited to submit information for this presentation. All which supplied complete information are included.

If the company holding your TDA or ORP is not included, chances are that its product is out-of-date and being revised, and you should check with your company. Products not included should be tested by these same criteria and scrutinized carefully.

Not all companies listed will be available at every college. In fact at some institutions you may still have a fairly limited selection for ORP since a recent Attorney General's Opinion reaffirmed that a college administration has authority to select and approve companies for use in ORP. Somewhat greater flexibility is possible in TDA, since an institution is required to accept and continue any qualified program in which an employee is participating when hired. If a company listed in this study is of interest to you but not available at your institution, check with the personnel department and see what can be arranged.

Questions Answered

TACT and TJCTA appreciate the cooperation of all companies supplying information for this study. Over the years this study has become widely accepted and used all over the nation, but still maintains its primary purpose of assisting faculty in Texas colleges and universities. It is made possible by the cooperation of these companies.

Much more information than can be transmitted in these articles is available to TJCTA members under a special consulting arrangement with Frank L. Wright. Mr. Wright, former executive director of the Texas Association of College Teachers, has done this study for the past 17 years. He has been retained by TJCTA as a special consultant on these matters. A member wishing to consult with Mr. Wright may call the TJCTA State Office toll-free (1-800-288-6850). The member will provide a telephone number and suggested time when it will be convenient for the consultant to call. If a member prefers to call Mr. Wright directly (and incur the expense of the telephone call), Mr. Wright can be reached at Area Code 512, 477-5238. The consulting service will not make specific recommendations and will not endorse any particular program, but may be very useful in helping clarify your thinking.

Selecting a Tax Deferred Program: Factors to Consider

How are you to choose which product to use in your own ORP and/or TDA? When should you change from one program to another? What questions should you ask yourself? A salesperson? The TJCTA consultant? These are legitimate and confusing questions; and, unfortunately, there are no simple answers. The balance of this presentation is devoted to helping you evaluate alternatives. Offerings of over 60 companies are described in some detail in the following pages, and a serious effort has been made to deal with this very complex subject in a simple, understandable way.

If it were possible to predict with certainty the long-term financial and investment results of any product, then selection would depend almost wholly on this factor. Unfortunately, such prediction is not only impossible, but is dependent on many unforeseeable possibilities. It is further confused by various claims and counter-claims used by companies to assert an apparent advantage. Maximum return depends on a number of interdependent factors, most important of which are: (1) choice of investment vehicles; (2) performance of that vehicle in any given segment of time and over a long time; (3) settlement alternatives at retirement and annuity rates available then; (4) adaptability to changing circumstances; (5) costs and charges assessed.

Since prediction of maximum return with any certainty is not possible, other factors assume considerable importance in evaluating choices. Among these are: (1) transferability and flexibility without undue expense; (2) guarantees offered; (3) security and reliability of the company; (4) services offered and performed; and (5) concurrence with your personal preferences concerning risk tolerance and attention to financial matters.

Each of these factors will be considered in subsequent pages.

Maximum Performance

Since actual performance among different plans can be compared only after the fact, any attempt to compare products based on past and current data is necessarily limited as to its predictive capabilities about future performance. Salespersons may make many predictions. Consider them all with some skepticism and insist that they be put into writing. You may be surprised at the decrease in certainty when you ask the salesperson to put it in writing.

Kinds of Programs

Fixed and Variable: Two primary kinds of investment vehicles are offered by many insurance companies listed herein—Fixed Annuities and Variable Annuities, or some combination of the two. Payments and investments into the Fixed portion are placed in bonds, mortgages, and debt instruments in which your money is loaned out to earn interest until returned as certain dollars at a future date—hence the name "Fixed Account." Payments and investments into the Variable portion are used to purchase bonds or stocks issued by businesses, industries, or governments through careful selection and diversification by management to achieve the purpose of the account as stated in the prospectus. Dividends and gain/loss in market value are represented in the unit value, which will change periodically, each day in most instances—hence the name "Variable Account."

Many of the companies offering variable programs offer two or more investment vehicles within the variable account, allowing free exchange between funds with differing objectives. See Table 1 for information on the variety of opportunities offered by each company.

An even more varied and self-directed investment has been allowed by law since TACT and TJCTA helped pass legislation in 1981 and is now becoming available more widely in colleges and universities. This possibility allows direct investment into mutual funds without going through an insurance company's annuity vehicle. Placing your ORP or TDA in a family of mutual funds allows free transfer of accumulations, often by a telephone call, among a wide variety of investments and thus provides a wide range of opportunities to adapt to changing objectives and economic conditions. Read the article on page 17 for more information on this alternative.

Strategies for Investment

Three major strategies are employed by varying numbers of persons in seeking satisfactory results with their ORP/TDA programs. Each of these has some factors to recommend it and other factors which limit its value. They are:

1) *Stay with Fixed.* Probably the strategy most used is to purchase fixed annuities and just stay in the fixed type of investment. The comfort level in this strategy is rather high, not necessarily because the results are always good, but because the threats to such a plan are rather obscure and do not thrust themselves upon you. The major problem with this strategy is that inflation eats away at fixed dollars with a relentless attack, making it uncertain whether you are gaining or losing purchasing power, both during the accumulation period and after retirement on a fixed dollar income. The other problem concerns the reliability and dependability of the insurance company with which you are dealing. Fixed annuities are wholly dependent on the general fund of the company, and can be wiped out entirely or greatly reduced if the company goes bankrupt or goes into receivership. (Read the additional article on "Safety and Reliability of Insurance Companies" on page 16 for more information on this subject.) Flexibility in such a strategy is generally limited only to a choice of companies and of settlement options, and thus is not adaptable to changing circumstances and conditions in this volatile world.

2) *Stay with Growth Fund.* Another strategy is to select a good, solid growth oriented mutual fund or variable annuity and hold it through the ups and downs of the market. All studies indicate that such funds have outperformed fixed alternatives in almost all five or ten-year periods in the last 65 years, even though they have fluctuated in value decidedly within those periods. When you are purchasing shares on a regular monthly basis as is the case in either ORP or TDA, you do not mind serious drops in value because, through the "magic of dollar cost averaging," you will get more shares when prices are down and thus increase the multiplier for an enhanced value sometime in the future. As one approaches retirement, however, this instability of value becomes a serious matter, and one will seek a less volatile location for funds at that time.

Flexibility is generally maintained in such an investment, and while you are dependent on the company for management expertise, the value of your investment depends on the stocks or bonds owned, not on the stability of the company.

3) *Managing Among Types of Investments.* By choosing to utilize a company which offers several variable accounts or a group of funds, at least one of which is similar to a fixed account, you have the opportunity to direct your purchases toward Fixed or Variable and/or shift your accumulated assets from one type of investment vehicle to another. Thus you can adjust to economic conditions, trends in financial markets, changing needs, and changing attitudes toward risk on your part. This strategy offers the most adaptability and flexibility, the possibility of the greatest return (although if you mess it up, your return can be quite miserable), and the greatest independence from company vagaries. Responsibility, however, centers on your own decisions and thus removes the ease with which poor performance can be blamed on others.

Managing Funds

Utilizing the capacity to manage funds in this manner can make a marked difference in the end result of your retirement accumulation. Variable accounts and growth-oriented funds can (and did in 1980, 1982, 1985, and 1989) gain 20%, 30%, and more in a single year. On the other hand, such accounts can (and did in 1981 and 1984) lose as much as 5% or 15% or more in a single year. To take advantage of very substantial gains in Variable or growth funds in some years and then to preserve this gain (and avoid losses) by staying in Fixed or Money Market funds in others can be very beneficial and produce results not available in a single-purpose product.

Exercising these sorts of choices to your advantage is not a simple matter, especially since you have to react just about opposite to the general trend of the time. That is, when the stock market is flying high and everyone wants in, you get out and move some or all of your accumulated assets to a stable fixed type investment. On the other hand, when the market is low and everyone is complaining, you change your purchases to a variable type investment and/or shift all or part of your accumulations from fixed type to variable type. If you instead follow the general trend and move to Variable when the market is flying high, and then desperately move to Fixed when the market has been low for some time, your end result will be terribly disappointing. Nevertheless, you stand to benefit substantially from having this ability and exercising it judiciously two or three times a decade.

It Can Be Done!

Use of any such varied offerings requires financial understanding and management decisions which may be burdensome for many faculty, and there is no guarantee of success! Many people say "you can't outguess the market" and thus advocate avoiding it. The procedures recommended above do not suggest trying to get the last ounce out of a market rise or to avoid the last bit of a market fall. They suggest simply responding when it is quite evident that the market (for stocks or bonds or certain kinds of mutual funds) is clearly high or clearly low. Remember that money held as fixed dollars is losing value in times of inflation. No long-term savings program is without risk—investment risk and/or inflation risk. For any person already informed about financial matters or willing to learn, having choices of varied types of investments and the ability to shift among them is a distinct advantage and a valued privilege in ORP/TDA.

INVESTMENT RETURN ON VARIABLE PRODUCTS

Accurate comparison of variable performance is complicated because data from company to company may not be comparable, because strength in one economic period may imply weakness in another, and because different annuities or funds have different avowed objectives. In spite of problems in evaluating and predicting performance of variable products, and because of demonstrated capacity to make substantial gain in some periods, you probably ought to have variable products available for use as suggested in the previous section.

At least six kinds of investments are available from many "multiple choice" variables or mutual fund groups, often with easy transferability among choices available within any one company or fund group.

Briefly described, these kinds of investments are:

1. *Money Market Funds*: Invested in short-term debt instruments, some restricted to government issues; maintains a constant share value; produces a return slightly above that of most bank money market funds; generally maintains an unchanging value and thus operates much like the Fixed portion of an annuity.

2. *Bond Funds*: Invested in longer term corporate and/or government bonds; value fluctuates with interest rates, rising when interest falls and falling when interest rises; produces a fairly constant dollar return fluctuating around that of current interest in fixed annuities.

3. *Common Stock Funds*: Invested in a selection of stocks chosen to produce dividend income and modest capital growth; value fluctuates up and down more or less in line with general stock indices; produces a return which also varies with economic conditions; includes funds often referred to as "equity income" or "income and growth" funds.

4. *Growth Stock Funds*: Invested in stocks of younger companies or new and developing industries selected to produce major capital growth over a longer period without much regard to current income; value fluctuates widely and risk is high along with potential for major increases over time; includes for our purposes investing in stocks of overseas companies, in precious metals, or in real estate.

5. *Balanced Funds*: Invested in mixture of bonds and conservative stocks with purpose of income and capital preservation; value fluctuates within relatively limited range; produces a return usually falling somewhere between stock and bond funds.

6. *Managed Funds*: Invested solely at the discretion of professional managers in a wide range of possible investments (stocks, bonds, money market instruments, or other types of investments) without direction from the participant, but designed to achieve the stated objectives of the fund over the long term; value and return will vary greatly with the objective and the management. You are reminded that all mutual funds are managed, but most are managed within designated type of investment (such as growth stocks), whereas these "managed" funds have very broad discretion.

Table 1 Described

Table 1 shows the number and types of funds offered by each company that offers a variable annuity or a family of mutual funds. You will note that the range is from some insurance companies which offer only one variable investment opportunity to one funds company offering 75 different choices and to one custodian fund offering all of the 3000+ mutual funds in the nation. Some offer funds in each and all of the six categories listed above, while others limit their offerings to only a few types of funds.

Records of Performance

Performance records for most funds which reported five or more years experience are provided in Tables 2-A through 2-F, shown on pages 14-15 in this issue. The funds are listed within the six categories of funds just described in alphabetical order by company. Performance is expressed as a percentage of cumulative total return (all dividends and capital gains or losses included) for 1990 and for the three, five, and ten year periods ending December 31, 1990. This is supposed to be the percentage of increase/decrease to each dollar invested in that fund for the whole period shown. Internal costs of operation are reflected in these results, but sales charges and non-periodic charges are not included.

The final column gives the dollar result of adding $200 per month to the fund for the 5-year period from January 1, 1986 to December 31, 1990. This result is supposed to include all costs involved in buying the funds and paying fees, and therefore reflects full costs more accurately than the 5-year percentage figure does. The charges made by each company are recorded in Table 5, on page 16. Thus, the percentage figures provide a straight measure of total performance of money already in the account, while the final figure shows the influence of sales charges, dollar-

TABLE 1 — VARIABLE CHOICES

Company	*Total*	*M.Mkt.*	*Bond*	*Stock*	*Growth*	*Balncd*	*Mngd*
Aetna	4	1	1		1		1
Am. Fidelity	1			1			
Am. United	1			1			
Equitable	**4**	**1**		**1**	**1**	**1**	
Fidelity Stand.	**3**	**1**	**1**	**1**			
Gr. Am. Reserve	**3**	**1**	**1**	**1**			
Great West	3	1	1		1		
Horace Mann	4	1	1	1	1		
IDS Life	4	1	1	1			1
Jefferson-Pilot	**3**	**1**	**1**		**1**		
Kemper Inv	**5**	**1**	**2**		**1**		**1**
Lincoln Nat'l	**8**	**1**	**1**		**4**		**2**
Metropolitan	6		1	2	2		1
Mutual Of NY	7	1	2	1	1		2
Nationwide (Am. Cap.)	5	1	2	1			1
Nationwide (Best Am.)	**15**	**1**	**5**	**2**	**5**		**2**
New England	**4**	**1**	**1**		**1**		**1**
N'Western Mut.	**6**	**1**	**1**	**2**	**1**	**1**	
Prudential	9	1	2	2	2		2
Safeco	3	1	1	1			
Security Ben.	6	1	1	1	2	1	
Security First	**3**	**1**	**1**	**1**			
SMA Life	**3**	**1**	**1**		**1**		
TIAA/CREF	**4**	**1**	**1**	**1**		**1**	
Travelers	10	2	3		4		1
Union Mutual	5			1	2	1	1
VALIC	9	1	2	2	3		1
FUNDS							
American	19	1	5	4	6	3	
American Cap	12	1	4	2	4	1	
American Nat'l	4	1		1	1		1
Fidelity	**75**	**4**	**9**	**5**	**53**	**3**	**1**
First Investors	**7**	**1**	**2**	**1**	**1**	**1**	**1**
Keystone	**23**	**2**	**8**	**2**	**10**	**1**	
Merrill Lynch	17	2	5	3	5	2	
Pioneer Funds	9	3	3		3		
Price Funds	26	2	9	4	11		
Quads	**All Mutual Funds Through Custodial Plan**						
Scudder Funds	**17**	**2**	**6**	**2**	**7**		
Texas Ret. Trust	**80+ Mutual Funds Through Pooled Accounts**						
Transam. Funds	14	4	4	2	5	1	0
USAA Funds	10	2	2	2	4		
Waddell/Reed	10	1	2	2	4		1

cost averaging in a changing market, and other factors.

The figures in the columns marked with "r" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on down the line.

Some characteristics of various types of funds become evident from study of these performance tables. Money Market funds show a consistent but modest gain, while Growth funds vary greatly and represent major swings in performance. Results for 1990 show many negative return figures because of poor performance of the stock market during last year. The 5-year figures, which include the October 1987 stock crash as well as the losses of 1990, are drastically lower than they were in last year's report. For example, Fidelity's famous Magellan fund produced a 97.19% gain in the five years ending with 1990, whereas it had a much greater (195.52%) gain in the five years ending with 1989. What a difference a year makes!

In view of these kinds of variations, it has become almost a truism that the only thing certain about the stock market is that it will fluctuate. That characteristic is increasingly true of the bond market also in these years of changing interest rates. Of course, it is the fact of these variations that makes it possible to gain the advantages of managing funds, as suggested in the previous section. The task is to take advantage of such fluctuations, rather than letting them deplete your resources.

You also can observe gross differences in performance between funds of similar types within the tables. Some of these differences may be explained by differing degrees of risk undertaken in one fund compared with another. Success in management and costs of purchase and operation, however, play a major role in differentiating funds within the same classification. Rankings in the final column (result of $200 per month invested over the five years ending December 31, 1990) should represent all of these differences.

Tables 2-A through 2-F may be helpful in determining where your ORP/TDA funds should be invested from time to time. In any case, they should help you understand something about financial markets and products.

INVESTMENT RETURN ON FIXED ANNUITIES

"Variable" returns are obviously complex and complicated, but you might think that "fixed" returns would be straightforward and simple. Wrong! Interest rates are subject to various manipulations which require more than simple comparison. The considerations discussed in the supplemental article, "Evaluating Return on Fixed Annuities," on page 12 should be considered carefully in this connection. Companies are constantly adding new wrinkles which make comparisons more difficult. You must look carefully at interest rates from various perspectives.

Past History is Best

Actual and total performance of the program over some period of past history is perhaps the most important and revealing measure of return on fixed annuities. Unfortunately, few salespersons will offer information or literature about actual performance similar to that presented in Table 3. Instead, they will stress current, estimated, illustrative results such as those in Table 4. Based on "current interest rates" which are subject to many manipulations and interpretations and which change periodically, illustrative results are quite unreliable.

Table 3 Described

Table 3 deals with actual performance and with guaranteed promises. The first two columns report actual accumulations for retirement, considering both charges and earnings that have resulted in the last five years, 1986-1990. It provides some measure of consistency in earnings, relative influence of charges, and differences in methods of crediting interest. The first figure is the result of adding $200 per month for five years, a total payment of $12,000 and the second is the result of having a $10,000 accumulation on January 1, 1986 and making no additions in the same five year period.

Companies with N/A in these columns either have not offered annuities for the five year period or simply decided not to provide figures. All companies which had introduced new products within the five years were urged to report performance in previous products and then continue in the new product in order to provide the five year experience. An N/A in these columns raises some serious questions which should be addressed, since these figures are regarded by this study as the most significant in evaluating fixed annuities.

The third and fourth columns present accumulated value for retirement in 5 years and 30 years at the guaranteed interest rates listed in the final column. The fifth column states the guaranteed annuity rate in the contract for persons aged 65, choosing payments for life and 10 years certain. The sixth column gives the guaranteed monthly income produced by this guaranteed accumulation times this guaranteed annuity rate, and the final column states the interest rate which is guaranteed for the duration of the contract. Guarantees will become significant only under drastically changed economic and social conditions. No company has paid as little as its guarantee for many years, and actual results begin to exceed guarantees after just a single year at current rates.

Table 4 Described

Everything in Table 4 is a hypothetical illustration, representing very short-term promises and no lasting guarantees! It represents possibilities under current interest rates and estimated or illustrative results if current rates should continue into the future. These rates are certain to change—a number may have changed even before this study appears in print—and must be regarded as comparisons of current, short-term practices only.

The first column shows the current interest rate stated as effective annual return which the company has adopted for the present time. The second column shows how the company credits this interest. The word "*ALL*" in the second column means that the current interest rate applies to all money in the entire account no matter when received; this is known as "full portfolio" crediting. The word "*NEW*" means that the current interest rate is applied to new money being received at this time and that different interest rates continue to apply to deposits received prior to a certain time; this is often called "banding." The word "*TWO*" means that the stated current interest applies only to funds held for retirement but that a different lower interest rate applies if the funds are withdrawn; this is known as the "two-tier" method. For more detail on this matter, consider the supplemental section on "Evaluating Return on Fixed Annuities," on this page. Which plan will be more advantageous depends on a number of unpredictable factors, but obviously a high interest on all money will be better that a similar interest on only new money or money held only for annuitization.

The third and fourth columns show the loss you will incur against the illustrative value of the account if you withdraw your accumulation after 5 years and 30 years of making $200 per month contributions to the annuity. Obviously there is great variation in surrender charges and/or interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 3-5 years. Since many persons now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges tend to "lock you in," and should be avoided when possible.

The fifth and sixth columns show what would be the total accumulated value for retirement in 5 years and 30 years if one paid in $200 each month, paid all charges, and received the current interest rate for the period involved. The seventh column states the current annuity rate offered by the company at the present time for persons aged 65, choosing to receive payments for life with 10 years certain. The final column gives the estimated monthly income that would be achieved by paying in $200 per month for 30 years if the current interest rates and current annuity rates remain unchanged. This latter is a composite of several factors—current return, costs, and annuity assurances. *Remember: everything in this table is a hypothetical illustration.* No promises! No guarantees!

With the information from Tables 3 and 4 at hand, you can embark upon the effort to evaluate performance in fixed annuities. We told you it would not be simple, and indeed it is not!

TABLE 3 — FIXED ANNUITY ACTUAL AND GUARANTEED RESULTS

INSURER	*ACTUAL 5-YEAR*		*GUARANTEED RATES AND RESULTING VALUES*				
	Add	*Non-Add*	*5-Year*	*30-Year*	*Ann. Rate*	*Retmnt.*	*Interest Guaranteed*
Aetna*	14,946	15,302	13,261	137,316	5.73	787	4%
Am. Fidelity*	14,029	15,000	13,237	137,069	5.86	803	4%
Am. United*	14,804	15,200	13,281	137,520	5.49	755	4%
Century Life	**14,099**	**14,361**	**13,448**	**149,962**	**5.89**	**883**	**4.5%**
Delta Life	**15,040**	**15,538**	**13,328**	**137,633**	**5.99**	**824**	**7.25%(1), 4%**
Equitable	**14,621**	**14,907**	**12,820**	**115,526**	**5.80**	**670**	**6.5%(1), 3%**
Fidelity Std	14,751	13,649	13,306	137,575	5.74	790	8.25%(1), 4%
Great Amer.*	15,327	16,295	13,279	137,503	5.77	794	4%
Gr. Am. Res.	14,849	15,620	13,346	148,764	6.57	977	4.5%
Great West*	**14,813**	**16,395**	**14,523**	**149,541**	**5.18**	**775**	**4%**
Horace Mann#	**14,861**	**15,359**	**13,448**	**149,961**	**6.14**	**921**	**4.5%**
IDS Life	**14,649**	**14,736**	**13,149**	**136,154**	**5.53**	**753**	**4%**
Jackson Nat'l	15,397	16,157	12,949	116,035	6.93	804	3%
Jefferson-Pilot*	14,568	14,979	13,117	135,820	6.62	899	4%
Kemper Inv.	14,703	14,835	13,331	137,642	6.62	911	4%
Life Of S'West	**14,924**	**15,087**	**13,412**	**137,920**	**6.08**	**839**	**4%**
Life USA	**N/A**	**N/A**	**13,994**	**144,514**	**5.97**	**863**	**7.25%(1), 4%**
Lincoln Nat'l*	**14,862**	**15,231**	**13,448**	**128,129**	**5.74**	**735**	**4.5%(5), 4%(5), 3.5%**
Metropolitan	14,493	14,928	12,949	116,035	4.57	530	3%
Mutual Of NY	14,819	15,848	12,985	125,001	7.09	886	8.25%(1), 3.5%
Nat'l Western	14,974	15,353	13,965	195,851	6.62	1,297	6%
Nationwide (Am.Cap.)	**14,352**	**14,202**	**12,925**	**124,424**	**5.66**	**704**	**3.5%**
Nationwide (Best Am)*	**14,364**	**14,197**	**13,048**	**125,640**	**5.66**	**711**	**7.25%(1), 3.5%**
New England*	**14,699**	**14,716**	**13,448**	**149,962**	**5.47**	**820**	**4.5%**
Northern	14,977	15,388	12,948	116,028	5.32	617	3.0%
N'Western Mut.#	14,447	14,255	12,632	125,726	5.36	674	3.5%
N'Western Nat'l #*	15,236	15,010	13,017	116,172	5.97	694	7.77%(1), 3%
Prudential	**14,731**	**15,137**	**13,551**	**118,561**	**5.73**	**679**	**6.0%(1), 5%(4), 4%(5), 3%**
Safeco	**14,759**	**15,613**	**13,393**	**145,836**	**5.91**	**862**	**4.34%**
Security Ben.	**14,585**	**14,774**	**13,128**	**135,825**	**5.50**	**692**	**4%**
Security First	N/A	N/A	13,294	137,459	5.74	789	4%
SMA Life	14,598	14,665	13,647	128,117	6.57	842	4.5%(5), 4%(5), 3.5%
Southwestern	14,625	14,644	13,279	137,503	6.98	960	4%
State Bond	**N/A**	**N/A**	**13,342**	**137,682**	**6.07**	**836**	**4%**
State Farm	**14,397**	**14,024**	**13,112**	**126,230**	**6.56**	**828**	**3.5%**
TIAA/CREF	**15,076**	**16,458**	**12,948**	**116,028**	**4.23**	**491**	**3%**
TIAA/CREF SRA#	14,940	16,448	12,948	116,028	4.23	491	3%
TransAmerica*	14,710	15,469	13,112	126,230	5.42	684	3.5%
Travelers*	14,697	15,306	13,124	126,257	5.94	745	3.5%
Union Mutual	**14,776**	**15,127**	**13,311**	**148,437**	**5.26**	**781**	**8.2%(1), 4.5%**
USAA Life	**14,884**	**15,314**	**13,448**	**149,962**	**6.52**	**978**	**4.5%**
VALIC*	**15,086**	**15,291**	**13,448**	**149,962**	**5.63**	**844**	**4.5%**
Western Nat'l	14,854	15,225	13,279	137,503	6.62	910	4%

*=One of two or more contracts available. #=Not available for ORP.

EVALUATING RETURN ON FIXED ANNUITIES

Analyzing current interest rates in annuity products is a very difficult and confusing task, as indicated in the section and tables on Fixed Annuities in preceding sections. Insurance companies and insurance salespersons seem to devote a lot of time and ingenuity to asserting advantage over other companies by complicated and questionable practices with regard to current interest rates.

Here is a series of questions you ought to have answered about interest rates on fixed annuities if you are now using such a product or if you plan to do so: Is this current interest rate paid on the entire accumulation or only on new money? What interest is now being paid on "old" money (paid in previous years)? How often is interest rate changed? Is a different rate applied if money is withdrawn and transferred to another company? Is a different interest applied if no current payments are being made? Has the interest rate of this company been consistent, relative to other interest rates over several years? What is the basis for this interest rate varying (if it does) from what seems normal at this time? When do payments received begin to earn interest? How is interest compounded? What interest will I be getting on money after I retire and annuitize my accumulation?

Perhaps the most tell-tale factor on current interest is the method of crediting interest. The three major methods are designated for each company and its major annuity product in Table 4. The "full portfolio" method of crediting interest (designated by ALL in Table 4) used to be the universal plan. Then, one current interest could be compared rather directly with another. About ten years ago in a period of rising interest rates, some companies decided to quote a much higher current interest but apply it only to money received in the present. These companies are designated by NEW in Table 4. Obviously, a company which applies current interest only to new money can escalate (or deflate) interest rates almost at will, keeping them related to current

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TABLE 4—FIXED ANNUITY CURRENT ILLUSTRATIVE RESULTS

Insurer	Interest Rate	Credit Method	Withdrawal Loss 5-Year	Withdrawal Loss 30-Year	Retirement Values 5-Year	Retirement Values 30-Year	Annuity Rate	Ret'ment Income
Aetna*	8.50	ALL	-594	NONE	14,848	311,256	8.24	2,565
Am. Fidelity*	7.02	ALL	NONE	NONE	14,276	235,332	8.42	1,981
Am. United*	8.07	NEW	-736	NONE	14,716	287,434	8.07	2,320
Century Life	**8.84**	**ALL**	**-1,199**	**NONE**	**14,994**	**332,537**	**8.07**	**2,684**
Delta Life	**7.50**	**ALL**	**-880**	**NONE**	**14,441**	**256,934**	**7.973**	**2,049**
Equitable	**8.00**	**ALL**	**-784**	**NONE**	**14,507**	**281,951**	**8.40**	**2,368**
Fidelity Std	8.25	TWO	-1,116	-83,189	14,774	297,233	7.73	2,298
Great Amer.*	9.00	TWO	-1,552	-131,433	15,054	342,876	9.20	3,154
Gr. Am. Res.†	**8.00**	**NEW**	**-524**	**NONE**	**14,565**	**281,255**	**10.10**	**2,841**
Great West*	**8.96**	**NEW**	**-720**	**NONE**	**14,523**	**323,602**	**8.60**	**2,783**
Horace Mann#	**8.00**	**NEW**	**NONE**	**NONE**	**14,569**	**282,746**	**8.16**	**2,307**
IDS Life	7.60	NEW	-838	-1,008	14,399	260,518	7.86	2,048
Jackson Nat'l	8.50	NEW	-1,041	NONE	14,875	331,826	8.23	2,731
Jefferson-Pilot	7.50	NEW	-716	NONE	14,326	255,026	8.05	2,053
Kemper Inv.	**7.50**	**NEW**	**-559**	**-595**	**14,500**	**258,129**	**7.95**	**2,052**
Life Of S'West	**8.00**	**NEW**	**-735**	**NONE**	**14,830**	**284,685**	**8.15**	**2,320**
Life USA	**7.25**	**TWO**	**-2,355**	**-26,598**	**15,130**	**258,696**	**7.91**	**2,046**
Lincoln Nat'l*	8.25	NEW	-591	NONE	14,775	297,234	8.45	2,512
Metropolitan	7.75	NEW	-600	-672	14,594	270,543	8.52	2,305
Mutual Of NY	8.25	NEW	-732	NONE	14,641	294,538	8.29	2,442
Nat'l Western	**9.00**	**TWO**	**-1,469**	**-71,525**	**15,054**	**342,876**	**8.66**	**2,969**
Nationwide (Am.Cap.)	**7.25**	**NEW**	**-533**	**-597**	**14,207**	**242,918**	**7.89**	**1,917**
Nationwide (Best Am.)*	**7.25**	**NEW**	**-556**	**NONE**	**14,340**	**245,191**	**7.89**	**1,935**
New England*	6.75	NEW	-640	NONE	14,230	224,606	8.54	1,918
Northern*	8.27	NEW	-2,005	NONE	14,782	298,362	9.06	2,703
N'Western Mut.#	**6.35**	**NEW**	**-480**	**-504**	**14,088**	**208,723**	**8.58**	**1,791**
N'Western Nat'l #*	**7.77**	**NEW**	**-1,183**	**NONE**	**14,599**	**271,517**	**8.12**	**2,205**
Prudential	**8.35**	**NEW**	**-720**	**NONE**	**14,694**	**300,503**	**8.24**	**2,476**
Safeco	7.60	NEW	-785	NONE	14,537	263,003	7.50	1,973
Security Ben.	7.65	NEW	-480	NONE	14,383	262,149	8.07	2,116
Security First†	8.10	NEW	-1,029	NONE	14,696	288,454	7.90	2,279
SMA Life	**7.25**	**ALL**	**-644**	**NONE**	**14,321**	**245,869**	**8.40**	**2,065**
Southwestern	**7.20**	**NEW**	**-720**	**NONE**	**14,392**	**244,098**	**7.88**	**1,923**
State Bond	**8.00**	**NEW**	**-1,192**	**-8,166**	**14,690**	**283,661**	**7.62**	**2,161**
State Farm	6.61	NEW	-284	NONE	14,182	218,933	8.72	1,909
TIAA/CREF	8.75	NEW	N/A	N/A	14,960	326,870	8.47@	2,769
TIAA/CREF SRA#	8.25	NEW	NONE	NONE	14,774	297,234	8.47@	2,518
TransAmerica*	**8.00**	**NEW**	**-1,174**	**NONE**	**14,682**	**283,522**	**8.38**	**2,208**
Travelers*	**8.00**	**NEW**	**-840**	**-840**	**14,775**	**297,234**	**8.1193**	**2,413**
Union Mutual	**8.20**	**ALL**	**-730**	**NONE**	**14,609**	**291,497**	**8.94**	**2,606**
USAA Life	8.20	ALL	-25	-25	14,756	294,435	8.58	2,526
VALIC*	8.75	NEW	-600	NONE	14,961	326,870	9.19	3,004
Western Nat'l	8.05	NEW	-588	NONE	14,701	286,209	8.39	2,401

*=1 of 2 or more contracts. #=Not available for ORP. @=Rate is higher on earlier contributions.
†=Bonus available in ORP or upon annuitizing.

bond markets, and having little influence on interest paid on past "bands" or collections of payments. The most recent development in this area is the plan of crediting one interest rate for money that is reserved for annuitizing with the company, and a substantially lower rate for money that is ever withdrawn or transferred from the company. This is often called the "two-tier" plan and is designated with TWO in Table 4.

Since this method is rather new, a brief explanation is in order. The theory behind two-tier crediting is that, since short-term participants are much more expensive for a company than long-term participants, it makes sense to divide the two. But, since you never know who will be a short- or long-term participant, the way to accomplish this is to give a substantially greater interest if the person turns into a long-term participant/annuitant than if he or she turns into a short-termer. This way, the company can quote a high current interest rate—and assert an advantage over other companies—and yet protect itself from having to pay out that interest at any time soon. And, further, since annuity rates are not tied to current interest, the company has the opportunity sometime in the future, if the customer annuitizes, of adjusting the annuity rate (down to the guarantee) to suit circumstances. This factor is facilitated by the fact that all of these products are recent in origin and therefore do not have an accumulated group of potential early annuitants on the roster.

The cost of withdrawing or transferring these products is very high in early years and continues even into final years, discouraging the customer from utilizing this possibility. You may note in Table 4 that the loss for withdrawal can be over $100,000 in a few products, based on the value of $200 per month for 30 years. Some of these companies will allow annuitizing for as short a period as 3 to 5 years, but the control of the annuity rate still leaves the company in full command. In some instances the interest credited to the withdrawal value may equal or exceed current interest in some other products, largely negating the differential cash value. Many annuities have surrender charges to discourage transfer or withdrawal in early years, allowing the company to regain its "up front" costs; but most of them disappear after 5 to 15 years of participation. They continue forever with the "two-tier" product.

An even more recent idea being used by some insurance companies is to add a "bonus" interest to your account if you stay with the company a certain length of time or annuitize with the company. Instead of a penalty charge or reduction in interest if you surrender or transfer, these products offer you a "carrot" for staying with the company.

Remember "current interest" is only a small part of the whole story, and a factor easily manipulated. What is important is the real or effective rate of return over the entire life of the contract. Actual performance over some past period is the best basis for judging performance. Also, flexibility and liquidity are extremely important considerations over the long periods in which people purchase and then live on proceeds from ORP/TDA products.

Be sure to seek answers to the above questions on current interest rates. And if the agent does not know the answers, look elsewhere.

ASSESSING THE COSTS

Costs vary significantly between companies, and are often somewhat difficult to judge and to understand. There are basically four different kinds of charges: a) sales load, applied only to new money going into plan; b) monthly or annual policy or custodial fees (which may apply whether payments are being made or not); c) surrender charges and transaction fees; and d) fees charged against the entire accumulation in the account for management services, expenses, and mortality assurances. Results in most tables throughout these articles are supposed to be after deduction of appropriate charges.

Table of Charges

Table 5 lists all charges for each company in an abbreviated form. In this table and in Tables 3 and 4 when it is written "5%(5), 4%(5), 3%", it should be read as 5% the first 5 years, 4% next 5 years, 3% thereafter. Dollars followed by parentheses read the same way. The annual fees charged to variable and fund accounts listed in the final column are charges against the whole value of the account and therefore can amount to significant sums. Charges vary greatly between funds and are specified in the Prospectus. The sign < means "*never greater than*" and appears on many of these since charges often decrease as the fund becomes larger, and some funds within a company may have lower charges than others. For example, international funds usually have significantly higher annual management fees because of complexity of buying, selling, etc.

This table reveals that charges vary greatly between companies and that some are easily misunderstood or can be used deceptively. A good company doing a good job deserves modest but adequate compensation. Be sure to consider all aspects of the product—including these costs.

This table makes clear that 17 listed companies report only on fixed annuities, 15 offer only mutual fund products, and 24 report on combination products. It also notes companies offering more than one product in the market and those that have not adapted their product for use in ORP.

TABLE 2-A — MONEY MARKET FUND PERFORMANCE

Fund Name	1990	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Aetna - Encore	7.08	18	22.80	16	36.73	16	124.15	7	14,243	15
Amer. - Csh. Mgt	7.90	6	26.20	1	43.30	2	145.40	1	14,613	1
Amer. Cap. - Reserve	7.53	12	25.68	8	41.83	7	138.39	5	14,565	5
Equit. - M Mkt	6.82	23	21.90	18	35.08	20			14,006	24
Fid. Stand. - M Mkt	6.20	29	21.62	24	34.52	23			14,206	17
Fidel. - Csh Res	7.81	8	25.98	3	42.82	4	144.64	3	14,599	3
Fidel. - US Govt	7.66	10	25.33	10	41.40	8			14,526	7
GrAmRes. - MMkt	7.22	15	22.84	15	36.93	15			14,060	22
GrWest - MMkt	6.39	27	21.74	21	34.66	22			14,144	19
HMann-ShTerm	8.00	4	22.91	14	35.03	21			13,828	28
IDS - Fund H	6.92	20	12.00	30	36.30	18			14,107	20
Kemper - MMkt	6.51	26	21.39	27	33.03	27			14,037	23
Linc Nat'l - MMkt	6.94	19	22.79	17	36.64	17			14,261	13
MONY - MMkt	8.04	3	25.04	12	38.22	12			N A	
Nat'wide - MMkt	6.66	25	21.64	23	34.40	25			13,974	26
NWestern MMkt	6.69	24	21.54	26	34.10	26			14,001	25
PriceFd. - Prime	7.73	9	25.72	7	42.20	5	144.94	2	14,573	4
PriceFd. - USTr.	7.42	13	25.92	4	38.05	13			14,373	9
Prudential - MMkt	7.61	11	25.17	11	40.70	9			14,511	8
Scudder - Cash Inv	7.84	7	25.82	6	42.06	6	140.09	4	14,606	2
Scudder - Govt	7.34	14	16.85	29	37.59	14	93.36	8	14,366	10
SecBen. - MMkt	6.30	28	20.07	28	32.70	28			13,968	27
Security First - MMkt	6.20	29	21.62	24	34.52	23			14,206	17
SMA Life - MMkt	7.19	17	21.70	22	32.00	30			14,217	16
TransAm - Govt	8.09	1	25.53	9	40.06	10			14,530	6
TransAm - MMkt	7.22	15	23.64	13	38.81	11	134.42	6	14,363	11
TransAm - Premium	8.08	2	25.84	5	43.78	1			14,355	12
Travelers-MMkt	6.92	20	21.89	20	35.21	19			14,250	14
USAA - MMkt	7.97	5	26.14	2	42.98	3				
VALIC - MMkt	6.83	22	21.90	18	32.54	29			14,067	21

TABLE 2-C — GENERAL STOCK FUND PERFORMANCE

Fund Name	1990	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Aetna - Variable	2.01	2	47.20	6	80.17	8	278.63	8	15,534	1
AmCap - Equ. Inc.	-4.68	9	36.85	15	48.00	23	264.87	10	13,137	24
AmCap - Gr. & Inc.	-5.24	12	35.33	19	51.88	22	248.12	13	13,598	19
Am.Nat'l - Income	-0.20	4	38.50	13	60.50	20	273.10	9	13,297	23
Amer. - Fund Inv.	-6.20	15	39.80	11	77.00	10	307.10	5	13,719	18
Amer. - Invm. Co.	0.70	3	47.70	5	89.50	2	337.30	3	14,800	5
Amer. - Mutual	-1.60	6	39.10	12	72.10	12	316.10	4	14,098	15
Amer. - Washington	3.90	8	45.90	7	81.20	7	374.80	2	14,246	12
AmFid. - Annuity	6.30	1	50.50	2	82.69	5	230.18	14	15,175	3
Equitab. - Stock	-9.27	23	36.82	16	67.72	16	183.25	15	13,736	17
Fid.Stand.-Gr & Inc.	-12.06	27	27.25	24	47.98	24	156.35	17	13,467	21
Fidel. Equ.Inc.	14.02	30	24.98	26	43.92	28	278.71	7	12,828	27
Fidel. Gr. & Inc.	6.80	16	48.55	4	111.98	1			15,199	2
Fidelity Fund	-5.04	11	44.14	9	72.33	11	255.34	12	14,730	7
GrAmRes. - Stock	-7.70	20	29.74	23	44.03	27	173.77	16	14,363	9
IDS - Fund F	-0.36	5	30.12	22	68.02	15			15,152	4
Keystone - S-1	-4.70	10	49.79	3	62.03	18	153.01	19	14,218	13
Mer. Lynch - Bas. Value	-13.90	29	24.10	27	44.30	26	138.30	21	12,898	26
Mer. Lynch - Intern.	-10.20	25	17.70	30	52.40	21			13,505	20
MONY - Equ. Inc.	-7.03	18	54.77	1	71.60	13			14,281	11
Nat'wide - Stock	-9.23	22	20.19	28	39.77	29			12,577	29
Price Fd. - Equ. Inc.	-6.97	17	35.28	20	77.59	9			14,207	14
PriceFd. - Gr&Inc.	-11.14	26	36.62	17	37.15	30	145.30	20	13,137	24
Pruden. - Stock	-7.13	19	35.48	18	60.63	19			14,297	10
Scudder-Gr&Inc.	-2.33	7	38.24	14	69.22	14			14,492	8
Secur. First - Gr. & Inc.	-12.06	27	27.25	24	47.98	24	156.35	17	13,467	21
TIAA/CREF	-5.54	14	41.99	10	81.84	6	279.39	6	14,762	6
USAA - Cornerstone	-9.20	21	20.01	29	84.18	4				
W&R - Acumul	-10.16	24	34.13	21	65.51	17	260.71	11	12,811	28
W&R - Income	-5.43	13	44.44	8	89.03	3	375.31	1	13,818	16

TABLE 2-B — BOND FUND PERFORMANCE

Fund Name	1990	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Aetna - Income	7.77	16	29.63	16	50.67	9	199.49	10	14,855	12
AmCap - Corp.	3.40	35	22.97	33	44.30	26	214.50	5	14,402	26
AmCap - GovSec.	8.71	11	32.12	9	44.05	28			15,023	10
AmCap - HiYield	-15.78	47	-10.69	47	-2.01	48	122.45	19	9,908	46
Amer. - Bond	3.30	36	25.90	28	47.80	16	225.10	3	13,563	37
Amer.- Govt. Sec.	9.80	6	31.10	12	48.80	14			14,260	28
Fid.Stan. - Bond	3.04	38	16.06	37	33.53	37	158.61	17	13,872	33
Fidel. - Cap. Inc.	-3.85	42	4.78	42	25.24	41	198.68	11	12,110	42
Fidel. - Flexible	6.07	28	29.35	18	47.13	21	187.00	14	14,630	18
Fidel. - GNMA	10.50	1	34.81	2	54.03	2			15,312	1
Fidel. - Intm. Bond	7.54	20	28.93	20	48.98	13	211.12	8	14,748	14
Fidel. - Mortgage Sec.	10.36	2	33.83	3	52.91	6			15,277	2
First Inv.-Govt. Bd.	9.27	8	32.57	7	47.16	20			13,897	32
GrAmRes. - Bond	5.66	30	29.12	1[illegible]	46.25	22			14,665	16
GrWest - Bond	6.84	25	24.22	32	45.88	23			14,413	24
HMann - Income	7.58	19	30.65	13	47.36	19			14,439	23
IDS - Fund G	3.22	37	16.43	35	43.40	29			13,749	36
Kemper - Hi Yield	-17.02	48	-8.02	46	10.47	45			10,755	45
Keystone - B-1	6.78	26	29.06	19	40.90	32	197.61	12	14,407	25
Keystone - B-2	-1.74	41	15.94	39	28.97	39	173.48	15	12,993	40
Keystone - B-4	-20.44	49	-3.25	45	-12.66	49	85.53	24	9,455	47
LincNat'l - Bond	5.63	31	26.58	25	47.52	18			14,468	22
Mer.Lynch - Corp Hi Inc.	-5.20	43	10.20	41	26.50	40	100.80	22	12,579	41
Mer.Lynch - Corp. Qua.	6.20	27	26.50	26	39.70	33	121.90	20	14,643	17
Mer.Lynch - Ret. Inc.	9.50	7	29.40	17	36.80	34			15,079	6
Metropol - Income	8.55	13	31.23	11	49.96	10			14,770	13
MONY - Long Term	5.95	29	25.36	30	53.43	5			15,056	8
NatWide - Govt. Bd.	8.07	15	29.66	15	47.63	17			14,600	19
NWestern - Sec. Bd.	6.98	24	28.85	21	45.83	24	210.69	9	14,471	21
PriceFd. - GNMA	10.01	4	32.85	5	48.71	15			15,137	4
PriceFd. - HiYld	-10.96	45	3.45	43	22.68	43			11,733	43
PriceFd. - NewInc.	8.77	10	31.33	10	52.60	7	192.24	13	15,019	11
PriceFd. - ShTerm	8.63	12	25.97	27	44.42	25			15,063	7
Pruden. - Bond	7.53	21	30.05	14	44.26	27			14,683	15
Scudder - GNMA	10.14	3	32.75	6	49.85	11	60.97	25	15,184	3
Scudder - Income	8.32	14	33.01	4	53.75	4	215.90	4	15,044	9
Scudder - Short Term	9.88	5	32.33	8	53.90	3			15,113	5
SecBen. - HiGrade	5.20	32	22.50	34	33.60	36			14,012	29
SecurFirst - Bond	3.04	38	16.06	37	33.53	37	158.61	17	13,872	33
SMA Life - Bond	7.06	23	26.7	24	36.50	35	88.40	23	14,543	20
TransAm. - Govt.	9.05	9	27.64	23	41.34	31			14,001	30
TransAm. - Quality	7.77	16	27.98	22	49.20	12	214.37	6	13,983	31
Travelers - HiYld.	-9.89	44	2.13	44	7.06	46			11,494	44
Travelers-Qu.Bd.	7.29	22	24.44	31	41.57	30	169.62	16	14,382	27
USAA - Income	7.69	18	37.74	1	60.66	1	240.42	1		
VALIC - Cap Cons.	-1.28	40	15.68	40	17.84	44			13,144	39
VALIC - Govt. Sec	4.91	33	22.25	35	23.71	42			13,866	35
W&R - Bond	4.26	34	25.67	29	51.33	8	236.38	2	13,257	38
W&R - High Inc.	-14.79	46	-12.36	48	0.96	47	117.31	21	9,443	48

TABLE 2-E — BALANCED FUND PERFORMANCE

Fund Name	1990	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
AmCap - Harbor	-1.23	5	40.77	2	46.48	12	221.13	5	14,228	6
Amer. - Balanced	-1.60	8	35.00	9	64.10	3	263.40	3	13,829	9
Amer. - Income	-3.00	9	36.90	7	58.90	5	313.90	1	13,786	11
Equit. - Balanced	-1.46	6	39.07	5	47.64	10			14,102	7
Fidel. - Puritan	-6.35	11	33.16	10	57.91	7	304.56	2	13,939	8
First Inv. - Global	-10.73	12	39.56	[illegible]	262.25	1			15,062	1
HMann - Balanced	-0.41	3	36.80	8	52.70	9			14,232	5
Keystone - K-1	-1.52	7	41.01	1	58.77	6	230.70	4	14,336	4
Mer. Lynch - Capital	0.10	1	38.00	6	60.50	4	147.50	7	15,049	2
NWestern - Bal.	-0.21	2	22.63	12	46.68	11			13,635	12
SecBen. - Inc/Gr	-5.80	10	40.40	3	68.50	2			14,437	3
TransAm. - Gr. Inc.	-0.44	4	29.89	11	54.76	8	197.49	6	13,801	10

TABLE 2-F — MANAGED FUNDS PERFORMANCE

Fund Name	1990	r	3 Yr.	r	5 Yr.	r	5 Yr.Add	r
Kemper - Tot. Ret.	2.34	4	37.77	2	50.73	6	14,631.00	3
LincNat'l - Manag.	2.50	3	28.38	6	56.52	4	14,488.00	5
MONY - Diversified	2.20	5	38.57	1	60.72	2	15,006.00	1
Pruden. - Aggres.	0.52	7	34.07	4	51.37	5	14,402.00	6
Pruden. - Conserv	3.91	2	31.20	5	50.42	7	14,602.00	4
Travelers - In Time	8.13	1	15.63	8	56.95	3	14,044.00	7
Travelers - ManAss	1.22	6	37.13	3	62.62	1	14,686.00	2
VALIC - TimedOpp	-3.38	8	21.55	7	42.08	8	13,668.00	8

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TABLE 2-D — GROWTH FUND PERFORMANCE

Fund Name	1990	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Am. Nat'l - Growth	-4.30	21	23.60	49	60.40	29	213.60	18	12,068	51
AmCap - Comstk.	-3.36	15	54.75	8	62.12	26	272.63	9	14,731	11
AmCap - Emer. Gr.	1.97	4	69.92	3	65.90	22	244.31	13	14,646	12
AmCap - Enterpr.	-2.87	14	60.13	5	57.89	30	186.13	19	14,535	[illegible]
AmCap - Pace	-5.81	28	49.41	12	56.43	32	301.62	6	14,073	[illegible]
Amer. - Capital	-4.00	19	32.90	36	71.20	17	239.80	14	13,791	[illegible]
Amer. - Euro-Pac.	-0.10	8	50.00	11	125.70	4			15,370	5
Amer. - Growth	-4.10	20	47.70	14	84.10	12	252.60	11	14,343	17
Amer. - New Econ.	-10.00	42	37.10	25	63.40	25			13,504	38
Amer. - New Persp.	-2.10	13	36.10	28	95.90	10	304.00	5	14,585	[illegible]
Equit. - Aggres. St.	5.76	1	50.74	10	81.99	13			15,469	[illegible]
Fidel. - Contrafd.	3.94	2	80.06	1	100.17	8	248.41	12	17,146	[illegible]
Fidel. - Growth Co.	3.59	3	70.30	2	89.23	11			16,707	2
Fidel. - Magellan	-4.51	23	57.77	7	97.19	9	587.97	1	15,578	3
Fidel. - OTC	-4.75	26	52.58	9	72.68	15			14,848	10
Fidel. - Overseas	-6.60	33	18.23	52	136.86	2			14,341	[illegible]
Fidel. - Ret. Gr.	-10.16	43	35.36	32	68.90	20			14,056	[illegible]
Fidel. - Trend	-12.66	51	42.96	18	55.55	33	168.24	22	13,769	[illegible]
Fidel. - Value	-12.82	52	38.31	23	45.08	46	37.07	35	13,253	43
GrWest - Growth	-1.87	12	29.97	40	51.81	39			13,931	29
HMann - Growth	-5.48	27	35.63	30	53.70	36	318.92	4	13,836	30
Kemper - Equity	-1.03	9	23.73	48	33.34	52			13,332	[illegible]
Keyst. - Internat.	-23.16	59	-8.31	59	50.34	42	141.55	26	11,039	[illegible]
Keyst. - K-2	-6.52	32	49.28	13	51.66	40	170.10	21	13,586	[illegible]
Keyst. - Prec.Met.	-25.47	60	-8.55	60	54.81	34	5.00	36	11,191	56
Keyst. - S-3	-8.24	35	45.89	15	51.49	41	157.21	24	13,465	39
Keyst. - S-4	-5.83	29	61.29	4	29.68	55	50.48	34	13,044	44
LincNat'l - Growth	-0.05	6	28.27	43	70.27	19			14,523	[illegible]
LincNat'l - Sp.Opp.	-8.42	36	24.27	47	28.20	56			13,375	[illegible]
Mer Lynch - Pacific	-10.20	44	36.70	26	123.10	5	223.10	17	15,149	[illegible]
Mer Lynch - Phoenix	-21.70	58	23.20	50	39.00	51				
Metropol - Growth	-9.59	40	33.31	34	53.60	37			14,117	24
MONY - Equ. Growth	-1.76	11	58.83	6	72.04	16			15,118	8
NWestern - CapGr.	-6.42	31	17.36	53	42.82	47	126.33	29	12,953	[illegible]
Pioneer	-10.52	46	30.65	38	53.59	38	163.90	23	12,585	[illegible]
Pioneer II	-12.03	49	30.91	37	46.74	45	224.53	16	12,197	[illegible]
Pioneer III	-12.95	53	36.30	27	39.58	50			11,952	52
PriceFd - Intern.	-8.89	38	32.94	35	131.59	3	325.15	3	15,131	7
PriceFd. - Growth	-4.30	21	27.32	45	60.83	28			14,017	28
PriceFd. - New Amer.	-12.24	50	43.30	17	49.16	43			13,742	[illegible]
PriceFd.-New Era	-8.76	37	25.11	46	71.00	18	136.04	27	14,140	[illegible]
PriceFd.-New Hor.	-9.63	41	30.01	39	20.45	58	83.12	33	12,825	[illegible]
Pruden. - Growth	-3.66	18	38.34	22	31.86	53			13,667	35
Scudder - CapGr.	-16.98	57	44.08	16	66.75	21	239.50	15	14,034	27
Scudder - Devel.	1.48	5	38.87	21	47.55	44	136.03	28	14,310	19
Scudder - Intern.	-8.92	39	37.51	24	109.00	7	292.30	7	14,631	[illegible]
Scudder - Japan	-16.36	55	11.48	57	163.25	1	467.04	2	13,718	[illegible]
SecBen. - Growth	-11.10	47	28.40	42	40.90	49			13,307	[illegible]
SMA Life - Growth	-1.18	10	41.40	19	61.25	27	121.90	32	14,925	9
TransAm - CapAppre.	-6.37	30	36.10	28	111.78	6			14,263	21
TransAm - SunBelt	-16.78	56	13.11	56	30.67	54			11,634	55
Travelers-Aggr.	-7.14	34	15.09	55	13.64	60			11,824	[illegible]
Travelers-Growth	-4.66	24	40.21	20	54.17	35	121.98	31	14,152	[illegible]
USAA - Aggr. Gr.	-11.92	48	17.33	54	22.81	57				
USAA - Growth	-0.05	6	35.63	30	57.14	31	124.53	30		
VALIC - CapAccum.	-10.20	44	19.91	51	16.56	59			12,330	49
VALIC - Growth	-4.69	25	28.15	44	42.39	48	147.53	25	14,275	20
W&R - Internat.	-13.68	54	7.67	58	63.75	24	287.08	8	11,777	[illegible]
W&R - Sc.&Energy	-3.64	17	34.05	33	78.12	14	184.72	20	13,589	[illegible]
W&R-Vanguard	-3.57	16	29.60	41	65.88	23	269.42	10	12,880	[illegible]

TABLE 5 — SUMMARY OF CHARGES MADE BY EACH COMPANY

Company	*F=Fixed, V=Variable, M=Mut. Fds, PF=Policy Fee, SC=Surrender Chg, Pmt=Payment, M=1000*	*Ann. Fee, Var*
Aetna*	F&V: No Sales but $20 yr. PF; SC=5%(5), 4%(2), 3%(2), 2%(1)0% after 10 yrs.	1.5%
Am. Cap. Fds	M: 0% to 8.5% sales; $10 yr. CF; $5 transfer fee., $15 SC	<0.97%
American Fds	M:0% to 5.75% sales; $10 yr CF	<1.520
Am. Fidelity*	F: No sales; V:4% +$.50 pmt: $15 PF (once only); No SC.	1.285%
Am National Fds	M:.5% to 8.5% sales; $7.50 yr. CF	<1.28
Am. United*	F: No sales; SC=10% scaling down to 0% after 10 yrs.; V:6%($5m), 4% thereafter; No SC.	1.2%
Century Life#*	F: No sales; SC=12% of premiums paid scaling down to 0% after 12 yrs.	Not Offered
Delta	F: No sales but $12 yr. PF; SC=8%(3) scaling down to 0% after 10 yrs.	Not Offered
Equitable	F&V: No sales but $30 yr.PF waived after $25m; SC=6%(5), 5%(3), scaling down to 0% after 12 yrs.	<1.75%
Fidelity Funds	M: No sales but $12 yr. per account; SC=$10	<1.639%
Fidelity Std	F&V: No sales but $10 transaction fee; SC=7% declining to 0% on pmts held 1-5 yrs.	1.35%
First Inv. Fds	M: 0% to 6.9% + 7.50 yr. CF and $5 exchange fee, currently being waived	<1.88%
Gr. American *	F: No sales; SC=20% of 1st yr pmt + reduced interest, partially reinstated after 15 yrs.	Not Offered
Gr. Amer. Res.	F&V: No sales but $20 yr. PF; SC=8% scaling down to 0% after 9 yrs.+ $15 SC on V	1.49%
Great West*	F&V: No sales but 0 to $27 yr. PF; SC=6% of pmt. last 6 yrs. thru 15th yr.	<1.85%
Horace Mann #	F&V: No sales but $0 to $25 yr. PF; SC=8%(2) scaling down to 0% after 5yrs., transfer fee waived currently	1.35%
IDS Life	F&V: No sales but $24 yr. PF; SC=7% on pmts. held less than 6 yrs.	<1.73%
Jackson Nat'l	F: No sales but $20 yr. PF on small accounts; SC=12% scaling down to 0% after 7 yrs.	Not Offered
Jefferson-Pilot*	F&V: No sales but $30 yr. PF; SC=9% scaling down to 0% after 15 yrs.	.99%
Kemper Invest.*	F&V: No sales but $25 yr. PF on Variable; SC=6% declining to 0% on pmts held 1-5 yrs.	<1.90%
Keystone Fds	M: 0% to 4.75% sales + $20 yr. CF + $10 transfer; SC=4%-1% of deposits held under 4yrs, some funds.	<1.78%
Life Of S'West	F: No sales; SC=10% declining to 0% after 6 yrs.	Not Offered
Life USA	F: No sales; SC=5% of pmts. first 5 yrs. + reduced interest those years.	Not Offered
Lincoln Nat'l*	F&V: No Sales; SC=8%(5), 4%(5), 0% after 10 yrs.	<1.902%
Merrill Lynch Fds	M: No sales but $30 yr. CF and SC=4% scaling down to 0% after 4 yrs.	<2.63%
Metropolitan*	F&V: No sales; SC=7% declining on pmts held 1-7 yrs to 0% after held 8 yrs	<2.00%
Mutual Of NY*	F&V: No sales but $30 yr. or $24 yr. PF; SC=5%(5) scaling down to 0% after 10 yrs.	<1.34%
National Western	F: No sales; SC=20% first yr. pmt. + reduced interest, partially reinstated after 7 yrs.	Not Offered
Nationwide (Am. Cap.)	F&V: No sales but $30 yr. PF; SC=6%(3),3% (3), 0% after 6th yr.	<1.90%
Nationwide (Best Am.)*	F&V: No sales but $12 yr. PF; SC=7% declining to 0% on pmts held 1-6 yrs.; none after 15 yrs	<2.71%
New England*	F&V: No sales, but $30 yr. PF; SC=6.5% scaling down to 0% after 10 yrs.	<2.05
Northern Life*	F: No sales; SC=19%(1) scaling down to 0% after 14 yrs.	Not Offered
N'Western Mut#	F&V: No sales but $30 yr. PF; SC=7% or 8% declining on pmts. held 1-8 yrs.(?); $5 transaction fee	<2.05%
N'Western Nat'l #*	F(V coming): No sale but $15 yr. PF, waived after $5m; SC=12%(2), declining to 0% after 13 yrs.	Not Offered
Pioneer Funds	M: .25% to 8.5% sales + $10 yr. fee.	<0.75%
Price (T. Rowe) Funds	M: No sales but $10 yr. CF per fund account.	<1.75%
Prudential	F&V: No sales but $20 yr. PF; SC=7%(2) declining to 0% on pmts held 1-15 yrs.	<1.50%
Quads	M: 0% to 8.5% sales + 1.25% yr. adm.; $25 setup & SC; $15 transaction fee; .5% optional allocation fee.	Depends on fund
Safeco	F&V: No sales but $15-$30 yr. PF; SC=9%(2) decreasing to 0% after 8 yrs.	<1.99%
Scudder Fds	M: No sales, but $3 yr. CF per account.	<1.75%
Security Ben.	F&V: No sales but $30 yr. PF; SC=8% on pmts. scaling down to 0% after 8 yrs.	1.95%
Security First	F&V: No sales; but $24 yr. PF, $10 transaction fee; SC=7% on pmts held less than 5 yrs., 0% after 9 yrs.	<2.75%
SMA Life	F&V: No sales but $18 yr. PF until over $10m; SC=7%(3) scaling down to 0% after 9 yrs.	<1.85%
Southwestern*	F: No sales; SC=9% scaling down to 0% after 9 yrs; V not currently being offered	Not Offered
State Bond	F: No sales; SC=35% first yr. pmt + all increases, plus interest thereon.	Not Offered
State Farm	F: No sales; SC=10% declining to 0% after 10 yrs.	Not Offered
Texas Ret. Trust	M (F coming): Sales,if any,reduced by "pooling",+ 1% yr. adm. + $32 yr. PF;SC=$50(1),$25.	Depends on Fund
TIAA CREF*	F&V: No sales; no SC in SRA or Variable, but limited in TIAA.	<.40%
TransAmer Fds	M: Choice of 0% up to 4.75% sales and $10 yr. CF; SC=6% scaling down to 0% after 6 yrs on no-load funds.	<4.57%
TransAmer Life*	F: No sales; SC=9%(4) declining to 0% after 10 yrs.	Not Offered
Travelers*	F&V: No sales but $30 yr. PF on V; SC=7%(F) and 5%(V) on pmts. last 5 yrs; 1.25% yr. optional in-time service.	<1.95%
Union Mutual*	F&V: No sales; but $25 yr. PF; SC=5%(5) scaling down to 0% after 10 yrs.	<2.45%
USAA Funds#	M: No sales but $10 yr. PF per fund account; set up & transfer fee $5; SC=$20	<2.09%
USAA Life	F: No sales; SC=$150(1), $50(2), $25 thereafter.	Not Offered
VALIC*	F&V: No sales; SC=5%, 5 yrs. pmts. until 15th yr. of policy, waived in some circumstances	<1.92%
Waddell & Reed	M: 0% to 8.5% sales, plus $15 yr. CF; $2 withdrawal, $5 SC	<1.25%
Western Nat'l*	F: No sales; SC=8% scaling down to 0% after 7 yrs.	Not Offered

**=One of two or more contracts available #=Not available for ORP*

SAFETY AND RELIABILITY OF INSURANCE COMPANIES

The safety and reliability of insurance companies has been called into question recently, especially since the savings and loan industry, once regarded as a bastion of safety, has proven so vulnerable. Might not the insurance industry, which is fairly similar to savings and loan in its objectives and in its investment practices regarding general funds, be next? And, since some high yield bonds (called junk bonds in the vernacular) have been purchased by insurance companies in their efforts to achieve high interest rates, and since some of these bonds have recently proven to be of little worth, is it important to know how much of this kind of investment an insurance company holds?

The situation has been exacerbated by the fact that the 1987 Legislature, practically without the knowledge of anybody, altered the provisions of the Insurance Guaranty Association, the program supposed to stand behind insurance companies that become insolvent. The amount covered under the Guaranty Association was never appropriate to a life-time retirement program like ORP, but the fact that it was apparently reduced in 1987 raises questions. The program used to cover "up to $300,000 for one or more annuity contracts issued to the same contract holder." The 1987 revision changed that to cover "up to $100,000 for one or more annuity contracts issued to an individual or up to $5 million unallocated annuity contract benefits held by one contract holder." Since "contract holder" is often the college, it is unclear which statement offers the greater protection, and no one will hazard a careful definition of what the law means. A bill was offered in the Senate during the 1991 regular session to clarify the law and reestablish the $300,000 guaranty assurance (S.B. 1513 by Barrientos), but Senator Ike Harris (R-Dallas) won passage of an amendment during Senate consideration which deleted the increase in guaranty funds, and then the bill died in the House.

The Guaranty Association has never been used for annuities in Texas, although at least two companies have gone into "rehabilitation" for a period of time. Both of these paid off their obligations in full, eventually, although there was some loss of interest in the process. If a major company with vast annuity commitments became insolvent, it is extremely doubtful that the Guaranty Association could or would come to the rescue. Its usefulness is probably restricted to assisting with a small company's obligations. Thus the Guaranty Association is not, and probably never will be, anywhere near adequate protection for life-time retirement programs.

Further question was raised when the Senate Insurance Committee in 1989 turned up facts revealing that the Texas Board of Insurance had been terribly lax in supervising and evaluating insurance companies. Here was another example of a Texas board apparently being more beneficial to the regulated industry than to public interest. Major revisions in the Texas Insurance

Board were made by the 1991 Legislature, in accord with campaign promises of Governor Ann Richards, but the extent to which these changes will reduce risk is yet to be determined.

Some studies have recently been issued on the extent of "junk" bond and speculative real estate holdings by insurance companies, and some states are considering regulating the extent of these investments. The problem stems from the fact that value of these investments has fallen dramatically, depleting the reserve that insurance companies hold to meet their obligations. A new question now should be raised about composition of insurance company general fund investments: How much of the company's assets are invested in "junk" bonds or in speculative real estate?

All of this concern about insurance companies applies only to Fixed Annuities, which are obligations of the General Fund of the insurance company. Strangely enough, the Variable Annuities (usually thought of as somewhat less secure in value than the "fixed" investment) are operated as Separate Funds, and are virtually unrelated to the general financial condition of the insurance company. They are based on an actual purchase of stock, bonds, and/or money instruments which are held in a distinct ownership—their value may fluctuate up and down with the market, but the instruments themselves are not obligated to the general welfare of the insurance company. Mutual funds, of course, are also based on an ownership plan with instruments held by a custodian, and have little threat of insolvency, although their value fluctuates regularly

What should all of this mean to the individual with an ORP or TDA? Probably only that more caution should be exercised in choosing companies and products, seeking to avoid companies which have an inadequate history and/or financial report. Some sales persons who want a share of your business are suggesting that you should not have more than $100,000 (because of Guaranty Association) in any one company. It is doubtful that the guaranty association assurance is worth the bother and risk of keeping all accounts below $100,000, especially since accumulations will almost inevitably rise above that amount by compounding through the years anyway.

Careful and thoughtful attention in selecting the company and the products you use is the only solution to the problem. Then, you need to stay alert to changes in the business through the years, and exercise the flexibility and transfer provisions if questions become severe. Here is another reason for seeking maximum flexibility and ease of surrender or transfer in the products you use for ORP and/or TDA.

MOST FLEXIBLE CHOICE FOR ORP/TDA

Placing your ORP and/or TDA directly into mutual funds without going through an insurance company provides flexibility and certain possibilities not available in any other 403(b) products. This choice has been available since 1981, when TACT was instrumental in amending the ORP law to allow this type of investment in keeping with national standards for tax-deferred programs. Colleges and universities were somewhat slow in making this opportunity available, and there are still some institutions which have not approved such programs. Direct use of mutual funds, however, is now by far the fastest growing location for ORP/TDA investments, and this opportunity should be submitted for approval wherever it is not now offered.

Since many faculty and librarians are still unfamiliar with this possible location for their ORP/TDA investments, this section will explore some of the advantages and disadvantages of utilizing this most flexible program. Using a family of mutual funds—or a custodial program which allows use of any number of available mutual funds—provides for great diversity along with professional management in a variety of areas for investments. Money market instruments, all kinds of stocks, commercial and government bonds, even precious metals and real estate, are available through mutual funds in about any mix an individual might want to establish. As shown in Table 1, thirteen different fund families are now available for this program, and two offerings (QUADS and Texas Retirement Trust) allow you to select from among a vast array of mutual funds. For an additional fee of 1% or 2% of your accumulated value, you can even engage a financial advisor to manage the placement of your purchases and your accumulation.

Direct purchase of mutual funds should be considered if you follow (or wish to follow) developments in the financial field and are willing to assume responsibility for directing payments toward chosen investments and for redirecting accumulations to meet changed or changing conditions.

Potential Advantages

Potential advantages of using a group of mutual funds are: 1) very wide range of choices as mentioned above and shown in Table 1; 2) full freedom for transfer between funds without restrictions or cost in most situations, often by a telephone call; 3) ability to check value of your account and keep up on what is happening to it in daily newspaper; 4) automatic participation in the highly recommended practice of "dollar cost averaging" (buying more shares when price is low and fewer when price is high); 5) continued flexibility even into retirement; 6) clear explanation of costs with many "no load" funds available; and 7) avoidance of paying annual "mortality and expense risk" fees, which often amount to 1% to 1.5% annually on full accumulated value of account in insurance variable accounts.

A wider range of investment possibilities, continued flexibility, and management possibilities even into retirement, and the avoidance of "mortality and expense" fees during the years of accumulation are the factors which distinguish direct investment into mutual funds from use of variable annuities within an insurance company. Each of these factors can be significant, as demonstrated in the example below.

Potential Disadvantages

Potential disadvantages are: 1) multiplicity of offerings may complicate and confuse decision making; 2) advantages are gained only if you pay attention to your investments and make rational decisions for change on occasions; 3) possibility of some periods in which your investment decreases in value since there is no guaranteed return; 4) no assurance of a given annuity rate or promise of lifetime income backed by insurance company; 5) greater volatility and fluctuation in value of your investment.

You may think that having the flexibility of a group of mutual funds and using it once or twice a decade is of little significance. Indeed, modest management of funds can make a major difference in the outcome of your savings/investment program, as this over-simplified example demonstrates:

Suppose that your ORP value had reached $200,000 by end of 1988, at which time you placed it in a growth mutual fund *for one year only*. As reported in last year's study, the median return on growth funds listed for 1989 was 27% (high was 49.95% and low was 8.52%, while the fixed account returns averaged around 8%). Just one year in a growth fund at the median return would add $38,000 to the value of your account in excess of the 8% return in fixed. That $38,000 left for the next 20 years in a fixed type of account returning 8% would produce $177,118 more for you than if you had left it in the fixed account during 1989. Of course, 1990 returns in growth funds were mostly negative, as shown in Table 2-D, so your benefit would have been temporarily wiped out if you had not moved back into a more stable, fixed type of investment at the end of the year.

Paying the 1%-2% mortality and expense assurance fee also can make a major difference over a long period of time. The difference between a 9% return compounding over 20 years and an 8% return (after paying 1% mortality and expense fee) on $200,000 is $188,700, and the differential increases dramatically as the number of years for compounding increases. This is what the insurance company keeps, in small annual amounts, in order to guarantee that it will pay you a lifetime income no matter how long you live or how much it costs to get payments to you at that time.

The value of continuing flexibility and management possibilities into and during retirement, available in mutual funds but still not generally offered by insurance products, is elaborated in the article "When it Comes to Retirement" on page 20.

Thus, there are a number of fairly significant advantages in placing your ORP or TDA directly into mutual funds, the most flexible and amenable investment for tax deferred retirement and savings. It may not be the best alternative for everyone, but for the person interested in managing an investment in modest ways in order to adapt to changing economic times and changed personal circumstances, it should be carefully considered.

OTHER FACTORS OF IMPORTANCE

Because you cannot be sure what any one product or company will do or even how your needs may change, you want maximum flexibility and availability of information in your program so that you are able to adapt it to changing economic conditions, retirement objectives, and company offerings. These additional factors, therefore, have substantial significance in your choice.

Flexibility In Investments. As described earlier, having a variety of types of investments available and the opportunity to move between them can, if you make sound decisions, improve your performance significantly over the years. If you have only "fixed type" annuities, you are never able to participate in growth of the stock market; but if you have only a single "variable type" annuity, you will never have the opportunity to get outside the "roller coaster" trends of the stock market.

All companies offering both major types of investments allow changes in the proportion of new money going into either or both plans, and most allow transfer of all or part of accumulated assets from Fixed to Variable, and *vice versa*, both during the accumulation period and at retirement. Once an annuity mix between Fixed and Variable is determined at retirement, it cannot be changed in most situations. Mutual fund groups and some companies with several offerings within the Variable offer flexibility even after retirement by allowing transfers from one fund to another.

Surrenderability. So long as you participate in ORP payments, you cannot surrender your ORP annuity or borrow on it. A 1973 state law established these facts, no matter what your contract may say. In TDA and after retirement in ORP, however, the privilege of surrendering (cashing in) in whole or in part becomes a potentially valuable feature. If possible, ease of surrender and low or no cost for exercising it should be sought in any TDA or ORP. TIAA-CREF, with its history of very low costs and favorable performance, loosened up its transfer and surrender policies last year. Transfer and surrender are now allowed from its CREF (Variable) portion, provided both the employer and the participant elect the new program. Transfer or surrender from the TIAA (Fixed) portion is limited to 10 percent per year, the same as allowed without surrender charges in most combination annuities with restrictions on transfer/surrenders.

Transferability. Ability to shift your program to another qualified employer or to another company is another feature of value. It provides recourse in the event of dissatisfaction with one company and opportunity to utilize new products which may be introduced into the tax deferred field. All companies studied allow such transfers, but several restrict the portion of fixed accumulation which may be transferred and/or assess a significant charge. Unfortunately, a number of companies are now using high surrender charges, especially in early years, to make transferring difficult and expensive.

Loan Privileges. Since the 1986 tax law prohibits most surrenders of TDAs until age 59½, ability to borrow from your program has greater importance than in the past. Most insurance companies (but not all—and only a few of the mutual fund families) offer a loan of $1,000 to $50,000 based on your assets, which must be paid back within five years (except for loans used in purchase of a primary residence, which allow ten years). A net cost of 2% to 4% is charged on the loan by most companies. Under many conditions such a loan might be preferable to surrender since tax will be due on any surrender.

Guarantees Offered. As indicated previously, guaranteed rates are of minor significance unless conditions change drastically in society. But, guarantees against changes in the contract, including increases in costs, vary considerably from company to company. Of course, current interest and annuity rates are expected to change in all programs, but some companies reserve the right to change many features of the contract, even including so-called guarantees, at the option of the company. Obviously, the more certain the features of a contract are, the more you can be assured of what you are buying. It is a good idea to request a copy of the contract and consider it carefully, particularly if any matter seems to be at variance with information in these articles. Since you are actually buying the contract and it may be with you for 30 to 70 years, you should get a copy and study it as you wish.

Sound Companies. Purchasing products of ORP/TDA inevitably involves some risk as to the soundness and reliability of the company to which your investment is entrusted. In view of considerable questioning of the stability and reliability of insurance companies in recent months and years, you will want to read with care the supplemental article on "Safety and Reliability of Insurance Companies" on page 16.

Since all companies listed are qualified to do business in Texas and are regulated by the Insurance Board and/or the Securities Board, you can assume that each company has passed periodic inspections and shows no obvious indication of inability to fulfill obligations. In addition, the A. M. Best Co. rates general insurance companies as to financial soundness. (Moody's and Standard & Poor also provide ratings.) All insurance companies in this study currently hold Best's highest rating (A+, Superior) except for the following companies with "A, Excellent" ratings: Delta, Fidelity Standard, Kemper Investors, National Western, Security First, SMA, State Bond, TransAmerica, and USAA Life. Life USA is currently not rated but is reinsured with an A+ company. Unfortunately, neither state inspection nor company ratings assure you fully of soundness, leaving you as buyer to be careful and thoughtful in selecting a company and then to remain alert to changes through the years, as indicated in the subsequent article.

Service and Reports. These vary greatly from company to company. Easy access to competent service and advice, plus regular, up-to-date information to you as participant, are features to be evaluated in the ORP or TDA plan. Companies range from those with many persistent, sometimes over-eager salespersons, to those with no agents at all. Some salespersons are "locked in" to one company's products, while a growing number serve as brokers for several different products. In some instances the broker-type agent may shop around for a better product for your use, something you can always do yourself if willing. Reporting practices range from a full report on status of account each time a payment is received to one annual report presented at the company's convenience.

Death, Disability, Divorce. Most products provide beneficiary arrangements which make transfer easy in case of death of the participant, and a few guarantee that the death benefit will always equal or exceed actual payments into the plan. Many also provide early payment arrangements in case of disability. ORP/TDA products are subject to court action for division in case of divorce, and pose a somewhat difficult problem in such instances.

Frequency of Use. The number of faculty and librarians using a given product for ORP should not be determinative of where your ORP and/or TDA should be placed. Yet frequency of use may direct your attention toward certain companies, and whether a given company's share of the business is growing or decreasing may give some indication about the product. The ranking of each company reported herein in terms of frequency of use by community junior college educators and the trend of its business, up or down, are provided in Table 6.

You will do well to inquire into each of these factors and evaluate their importance to you personally.

Summary of Factors

These articles have described factors which should influence your choice of a product for your Optional Retirement Program (if you have chosen ORP) and/or your Tax Deferred Account. Since each product has one or more areas in which its offering is significantly weaker than some other, and since the relative importance of various factors does and should vary from person to person (depending on such factors as personal financial condition, age, professional development, and personal inclinations), no single offering demonstrates consistent superiority for all persons.

Every faculty member should have several choices available and should make his or her choice on the basis of considered facts and factors. That choice should be kept up to date and relevant to current conditions by means of reconsideration at least annually. In Table 6, you will find a table which ranks companies on a number of these factors.

All Things Considered

A quick glance at Tables 2A-2F (as well as tables on variable performance) reveals that no company is consistently ranked high in all features, and you need to remember that not all important features are reflected in this table and that ranked elements are not of equal importance. For example, for a person who is only likely to be a participant for two or three years, the surrenderability rankings (given in third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

Table 6 Described

Table 6 ranks each company on certain factors reported in other tables, lists number of Variables or Funds available and presents our comment on two flexibility factors and ranks companies in terms of frequency of use for ORP by community junior college faculty and notes whether the trend is up or down in terms of customer participants. In each column under Fixed Annuities, the number designates how that company's product ranked among all those for which information on that factor was available. A "1" indicates that company ranked first on that particular element of performance or projection of all the companies in that column and rising numbers indicate lesser performance or projection.

TABLE 6 — COMPARATIVE RANKINGS
SUMMARY OF SELECTED ITEMS FROM PREVIOUS TABLES

	FIXED ANNUITIES						VARIABLE				
	ACTUAL		CURRENT ILLUSTRATION			Grntee	Nmbr	FLEXIBILITY		Frequency	
Company	5-yr Add	5-yr No-Add	Withdrwl Cost 5-yr	30-yr Accum	Annuity Rate	Ret'mnt Income	of Choices	Transfer F<->V	Surrndr Plans	Use in ORP	Trend
Number Ranked	40	40	42	43	43	43				52	
Aetna*	9	16	14	8	22	25	4	PART	LOSS	2	UP
Am. Cap. Fds.		Group of Mutual Funds Without Annuity					12	FUND	FEE	29	UP
Am. Fidelity*	40	25	1	40	16	21	1	COST	FULL	—	—
Am. Fds		Group of Mutual Funds Without Annuity					19	FUND	FULL	54	UP
Am. Nat'l Fds		Group of Mutual Funds Without Annuity					4	FUND	FULL	72	DOWN
Am. United*	19	20	26	19	29	28	1	COST	LOSS	38	SAME
Century Life#*	39	35	38	3	29	10	0	NONE	LOSS	58	SAME
Delta	6	9	31	34	33	18	0	NONE	LOSS	18	DOWN
Equitable	30	28	27	25	17	39	4	FULL	LOSS	22	DOWN
Fidelity Funds		Group of Mutual Funds Without Annuity					75	FUND	FEE	14	UP
Fidelity Std	22	40	34	14	41	23	3	FEE	COST	—	—
First Investors		Group of Mutual Funds Without Annuity					7	FUND	FULL	58	UP
Great American*	2	4	40	1	2	22	0	NONE	COST	20	UP
Gr. Amer. Reserve	16	7	8	26	1	3	3	GOOD	LOSS	7	UP
Great West*	18	3	20	7	8	27	3	GOOD	LOSS	17	SAME
Horace Mann#	14	12	1	24	25	5	4	FULL@	LOSS	—	—
IDS Life	28	31	29	31	40	29	4	GOOD	COST	21	UP
Jackson Nat'l	1	5	33	4	24	20	0	NONE	LOSS	50	UP
Jefferson-Pilot	33	26	19	35	32	8	3	FULL	LOSS	11	DOWN
Kemper Invest.	25	29	11	33	34	6	5	GOOD	COST	4	DOWN
Keystone Funds		Group of Mutual Funds Without Annuity					23	FUND	FEE	50	UP
Life Of S'West	11	23	25	21	26	15	0	NONE	LOSS	36	UP
Life USA	N/A	N/A	42	32	35	11	0	NONE	COST	—	—
Lincoln Nat'l*	13	18	13	11	15	31	8	FULL@	LOSS	5	UP
Merrill Lynch Fds		Group of Mutual Funds Without Annuity					17	FUND	LOSS	72	UP
Metropolitan	34	27	15	28	12	41	6	FULL	COST	12	UP
Mutual Of NY*	17	6	24	15	21	9	7	GOOD	LOSS	9	DOWN
Nat'l Western	8	13	39	1	7	1	0	NONE	COST	32	UP
Nat'wide(Am.Cap)	38	37	9	39	37	33	5	GOOD	COST	—	UP
Nat'wide(Best Am)	37	38	10	37	37	32	15	GOOD	LOSS	28	UP
New England*	26	32	17	41	11	19	4	PART	LOSS		
Northern Life	7	11	41	10	4	40	0	NONE	LOSS	16	UP
N'Western Mut.#	35	36	6	43	9	38	6	COST	COST	—	—
N'Western Nat'l.	3	24	36	27	27	34	0	NONE	LOSS	—	—
Pioneer Funds		Group of Mutual Funds Without Annuity					9	FUND	FULL	15	UP
Price(T. Rows) Fds		Group of Mutual Funds Without Annuity					26	FUND	FULL	54	DOWN
Prudential	23	21	20	9	22	37	9	PART	LOSS	37	DOWN
QUADS		All Mutual Funds Through Custodial Account					3000+	FUND	FEE	40	DOWN
Safeco	21	8	28	29	43	12	3	PART	LOSS	34	DOWN
Scudder Funds		Group of Mutual Funds Without Annuity					15	FUND	FULL	64	UP
Security Benefit	32	30	6	30	29	35	6	GOOD	LOSS	13	UP
Security First	N/A	N/A	32	18	36	24	3	FEE	LOSS	—	—
SMA Life	31	33	18	36	17	14	3	FULL	LOSS	58	DOWN
Southwestern	29	34	20	38	39	4	0	NONE	LOSS	19	DOWN
State Bond	N/A	N/A	37	22	42	16	0	NONE	COST	—	—
State Farm	36	39	5	42	6	17	0	NONE	LOSS	58	DOWN
Texas Ret. Trust					—		80+	FUND	FEE	23	UP
TIAA-CREF	5	1	N/A	5	13	42	4	PART	PART	10	UP
TIAA-CREF SRA#	10	2	1	11	13	42	4	PART	FULL	—	—
TransAmerica Fds		Group of Mutual Funds Without Annuity					17	FUND	FEE	—	—
TransAmerica Life*	24	10	35	23	20	36	0	NONE	LOSS	44	DOWN
Travelers*	27	15	30	11	27	30	10	FULL	COST	3	DOWN
Union Mutual*	20	22	23	17	5	26	5	FULL	LOSS	8	DOWN
USAA Funds#		Group of Mutual Funds Without Annuity					10	FUND	FEE	—	—
USAA Life	12	14	4	16	9	2	0	NONE	FEE	6	UP
VALIC*	4	17	15	5	3	13	9	GOOD	LOSS	1	UP
Waddell & Reed		Group of Mutual Funds Without Annuity					10	FUND	FULL	38	UP
Western Natl*	15	19	12	20	19	7	0	NONE	LOSS	53	DOWN

* = One of two or more possible contracts.
# = Not for use in ORP.
@ =Current practice not in contract.

The first two columns show how that company ranked in actual performance of the fixed annuity for the five years ending December 1990, figures presented in Table 3. Column 3 ranks the amount of charge for withdrawal at the end of five years, ranging from those with no surrender charge (ranked 1) to the highest cost (ranked 41). The next two columns are drawn from Table 4, and depend on current rates which may change often and handily. The 30-year accumulation value is largely a function of current interest rates, subject to all of the qualifications specified in that section. The current annuity rate may give some indication of company practice in annuitizing values. The sixth column ranks companies on the basis of guaranteed retirement income reported in Table 3.

The seventh column gives the number of choices in funds or variable accounts offered by each company. Transfer possibilities between Fixed and Variable accounts are in the next column, where the designations are: FULL = no charges and no substantial time limits; GOOD = no charges but limited in some way; COST = charges which may be based on surrender or sales charges; PART = Fixed to Variable limited but other direction full; FUND = transfers only among variable or mutual funds; NONE = no variable available. In the column on Plans for Surrender the designations are: FULL = no charges and readily available; FEE = modest surrender fee; LOSS = short term charges disappearing after several years; COST = substantial cost continuing to retirement.

The final two columns give the rank of included companies in terms of number of participants in ORP in community junior colleges, and the trend (Up, Down or Same) in the number of participants in 1989-90 compared with 1988-89.

The Decision Is Yours

With these rankings and all of the other ideas developed in these articles, you should be able to select a vehicle for your ORP or TDA which will meet your particular needs and wishes. In all matters, remember that you are in the driver's seat as you move towards selection of a vehicle for your retirement and tax sheltered savings program. Do not be cowed or "snowed" by an assured or assertive salesperson.

Ask the questions made explicit in this article and get satisfying answers:

1) What are the probabilities of a good return on your investment through the years? Is it or can it be made adaptable to changing economic conditions and changing needs?

2) Is there a flexible choice between Fixed and Variable types of investments, and can you shift accrued assets from one to another easily and without cost? Do you have some continuing choice of investment alternatives or are you wholly dependent on the company's decisions?

3) Do you have assurance of maximum annuity rates and maximum flexibility of choice as to time and type of retirement settlement opportunities?

4) Are the charges and deductions clearly stated and in minimum amounts throughout the life of the contract?

5) Is the contract surrenderable for cash value, in whole or in part, after leaving covered employment for ORP and after age 59½ for TDA? Does it allow lump sum withdrawals in lieu of electing an annuity during retirement?

6) Is the program easily transferable to another company within ORP? To other kinds of tax sheltering employment? At what costs? Do high surrender charges or other devices tend to lock you in and limit your choices?

7) Are costs, annuity rates, and other features of the contract permanent, or does the company reserve the right to change certain of these at its option?

8) Does the company have soundness and experience which assure its ability to fulfill its contract and provide good management through the years?

9) How adequate to your needs are the services and reports offered by the company?

TJCTA offers this information to help you make sound decisions about what is indeed the most significant financial decision you will ever make.

WHEN IT COMES TO RETIREMENT

Throughout the years, TJCTA has provided this analysis of products for use in ORP and TDA in an effort to prepare members for financial security when they come to retirement. Now, many are actually approaching or engaged in retirement, and it becomes appropriate to provide some thoughts concerning ORP and TDA at and during retirement. All of the saving you have been doing—forced and voluntary—can easily come together to provide an economic base for a fruitful and enjoyable retirement—but not without some planning and thoughtful consideration.

Where Are You?

The first thing to do in planning for retirement is to get a true estimate of the net worth of your personal and/or family possessions. Many worksheets for calculating net worth are available. Assets will include cash or equivalents, investments, business or royalty interests, real property (such as home, furnishings, cars, etc.), and long-term savings such as TRS, ORP, TDA, IRA, and the like. Set your liabilities (mortgage, debts, taxes and other obligations owed) against these assets and calculate your net worth. Generally, real property should be valued at a low level for retirement calculations, since you probably will go on using most of it and it is not readily available for sale. When you finish those calculations, you very possibly will be surprised at how much you are worth, mostly because you have acquired ORP and TRS values almost without thought over the years, and they now have a very significant value which you may not have considered in dollar terms heretofore.

What Will You Need?

Next, you need to estimate your probable expenses and income during retirement. Generally, you will need about 70% of your current gross income after retirement to maintain about the same standard of living, although this figure can vary significantly because of special circumstances. If you are planning to sell your home and move to a new locality, have some exotic plans for travel, or have to undertake special care of family members, you will need to adjust this estimate accordingly. Health insurance is one of the major benefits provided for retirees from Texas public colleges and universities; you will want to file for Medicare immediately upon reaching age 65, and maintain the supplement which your former employer is supposed to supply. You will also want to keep liability, household, and auto insurance coverages up to date, but other insurance is unnecessary unless it serves particular estate purposes. You will do well to be sure that your estate planning is in good shape, and provide for death plans (including executing the Instructions to Physicians under the Texas Natural Death Act and a Durable Power of Attorney for Health Purposes).

Income will come primarily from three possible sources.

1) **Social Security Income** is something you may not have calculated with any accuracy, and you need to do that now. Contact the Social Security office to be sure your credits are all correct and to get an estimate on what your payments will be. Payments go up substantially if you work beyond age 65 and are reduced substantially if you begin receiving benefits at age 62 or prior to age 65.

2) **Continued Earnings** are another source of income to calculate. Many community junior college faculty members continue teaching as adjunct, or part-time, faculty following retirement. Self-employment of various kinds (consulting, research, authorship, artistic production, or new business) is another real possibility for continued earnings—just be sure this is an enjoyable as well as productive pastime rather than an unwanted chore in retirement. (Such income may reduce your Social Security payments prior to age 70, and may cause you to pay tax on up to 50% of your Social Security payments at any age.)

3) **Retirement Income** from ORP or TRS, plus supplemental income from TDA and other investments, will be a major source of income. Considerable thought needs to go into how and when these will be taken or distributed to you. TRS offers only a few alternatives as to the amount that will be paid as a monthly stipend and for how long it will continue. But ORP, TDA, and other investments/savings, if you have followed TACT's suggestions through the years, offer the flexibility that will allow you to adapt payments to changing conditions, meet emergencies, and take advantage of special opportunities in a way that adds greatly to enjoyment in retirement.

4) **Other Income** may come from use or sale of property or possessions and other miscellaneous sources, but usually will not bulk very large.

Strategy Regarding ORP and TDA

Information in these articles has often emphasized the value of flexibility and adjustability in products used for ORP and/or TDA. This flexibility becomes particularly valuable at and during retirement. All mutual funds and an increasing number of insurance annuities now offer a plan where you do not have to turn your entire savings into monthly payments; instead, you are allowed to take annually an amount at least equal to that which IRS requires after age

70%, recalculate that amount each year, and thus often have an account which keeps growing even after you begin to utilize it in retirement.

Since Social Security and TRS payments must be taken on a monthly basis, one should be in a position to supplement this monthly income as deemed necessary on a regular basis and then maintain the remainder of the accumulation as a reserve from which funds can be withdrawn to meet special emergencies, take advantage of opportunities for travel or purchase, and supplement monthly payments as needed. These flexibly available funds allow for greater enjoyment and comfort in living than is possible with simple monthly payments, and the balance is available as part of one's estate, rather than having been used entirely in providing a monthly annuity.

In the case of mutual funds, you also maintain the ability to manage these funds after retirement, directing them toward better earning investments as you wish. Adequacy is the first consideration in economic planning for retirement, but this flexibility is a close second, especially for professionals and their families. A flexible ORP or TDA product allows for providing this flexibility and maneuverability in a way almost no other investment can do. Be sure you are using your ORP, if you are in it, and your TDA whatever retirement program you have, to obtain this tremendous boost for retirement planning and living.

Non-Financial Considerations

This publication deals in large measure with financial matters related to retirement. That is because decisions about ORP, TDA, and other investments do provide a "ground-zero" basis for a happy and creative retirement. The key to creating and experiencing a satisfying retirement is planning—preparing yourself emotionally, psychologically, physically, as well as financially.

Retirement can mean embarking on a new and vital phase of life, one filled with fresh opportunities, expanded interests, extended service to the community, and deep satisfaction. Retirement can be the most enjoyable and even productive time of your life—but not unless you plan for it.

You may be one who simply glories in the freedom retirement offers to re-create your life in new patterns; or you may need to explore how you can achieve the same satisfactions that have come to you in your professional life—status, prestige, structure, sense of accomplishment. There are almost as many patterns for successful retirement as there are retirees—but it is clear that pre-planning and thoughtful inclusion of those close to you in such planning are necessary for such success.

Through the years TJCTA has sought to provide impetus and guidance for you to achieve satisfactory and satisfying retirement. If issues in these articles raise questions in your mind, feel free to use TJCTA's consulting service.

90 DAYS TO DECIDE: ORP OR TRS?

If you are a new appointee who is qualified for participation in the Optional Retirement Program (ORP), you have just 90 days in which to decide which retirement program you will use. Even visiting professors and those in Texas on short term assignment need to make this decision if there is even the remotest possibility that they may return to Texas higher education sometime in the future. Veteran faculty will do new appointees a great service if they see to it that they have a copy of this *Messenger*, are aware of the importance of this decision, and are encouraged to join TJCTA.

Texas law requires all full-time employees to participate in either ORP or Teacher Retirement System (TRS), and all new appointees will be placed automatically in TRS upon employment unless they have elected ORP prior to the first paycheck. Faculty, librarians, and other professionals, not including anyone in a classified position, may choose the optional alternative but must make this important decision during the first 90 days in a qualified position. Once made, the decision is irreversible and will continue in force for the full duration of employment in any Texas public institution of higher education. Changes in positions or institutions and interruptions in service notwithstanding, the decision for TRS or ORP will hold for all time.

This article and much of the other content of this issue of the *Messenger* provide information to assist in making this decision.

TRS and ORP Compared

The choice of ORP as an alternative to TRS has been available to faculty and librarians since 1967, when TACT and TJCTA were crucially instrumental in passing legislation which allows this choice. Prior to that time, all employees were required to participate in TRS. The transportability of ORP to another institution in another state and its earlier vesting period (one year as contrasted with 10 years in TRS at that time but changed to 5 years in 1989) were the main features which made ORP a valuable alternative in a profession in which hiring is from national and world markets and in which at least two or three changes in position are normal before settling down to a career.

ORP and TRS are totally different in concept and operation, making comparison quite difficult. In addition to this brief treatment of the two programs, you may want to read a pamphlet, "TRS-ORP," published by TRS and available from your personnel department or the TRS office in Austin.

The **Teacher Retirement System (TRS)** is a stated benefit program, in which your retirement benefit according to current formula will be 2.0% of your average salary in the highest three years, multiplied by the number of years you have participated in the program. Thus after 30 years of service, your maximum benefit would be 60% (30 x 2.0%) of your average salary over the three years in which your earnings were highest. Rules allow you to increase your years of service by purchasing credit under some conditions for years in military service, in out-of-state teaching, or on special leave. TRS also has a death benefit and disability feature which offer some protections not included in ORP. TRS retirement benefits do not vest (become permanently committed to the participant) until after 5 years of participation, and then only for purposes of income at retirement age. Upon leaving covered employment, a participant may withdraw only his or her own payments, plus 5% interest, with the state's share reverting to the system.

The **Optional Retirement Program (ORP)** is a cash accumulation retirement program in which you yourself select the vehicle or vehicles into which yours and the state's payments are placed. Your retirement benefit will be whatever the payments and earnings through the years can produce. Investments are made in programs offered by many insurance and mutual fund companies which are designated as 403(b) programs, most of which are described in some detail in other articles in the *Messenger*. There is no death or disability benefit beyond the contributions made or the value accumulated. ORP vests in the participant as soon as he or she begins a second year of employment. Upon leaving covered employment after more than one year, the entire accumulation, both state and personal, goes with the participant and may be continued under another qualified employer, held for future use, or under some circumstances, surrendered for cash if taxes and penalties are paid.

Why Most Choose ORP

Most faculty, librarians and other professionals coming into Texas public colleges and universities who are qualified for ORP now use it rather than TRS for at least three reasons:

1. One year vesting is of great value in a profession in which two or three changes in position are normal before settling down to a career.

2. Potential retirement benefits are substantially greater, although the amount of benefit is less definite. Any estimate of retirement benefits in 30 or 35 years is subject to many unknown factors. Given the same salary conditions over a 35 year career in Texas, however, a person's "estimated" retirement income in ORP products will exceed present TRS provisions by 2 to 3 times, but the *guaranteed* amount in most companies may be slightly less than TRS results.

3. ORP accounts are transportable to other institutions in other states—perhaps not as official retirement programs, but as additional tax deferred savings programs. TRS is limited to Texas schools and colleges and can be utilized for retirement purposes only.

For faculty members coming into Texas in mature years (age 55 and beyond), entering at a high salary, and having high likelihood of completing their careers here, TRS might produce benefits in excess of those earned by ORP in the relatively short period available to retirement. Also, in TRS the individual is removed from all responsibility for managing or paying attention to this major investment, and questions arising at retirement are much simpler in TRS than in ORP because choices are still much more limited. Now that both TRS and ORP are tax deferred (paid out of salary and not subject to income tax), the take-home pay under TRS is slightly greater than in ORP because 6.4% of salary is required in TRS while 6.65% is required in ORP.

This is a decision required of a new appointee during the first 90 days after employment. You should seek information from various sources if you have any questions, and make your choice of TRS or ORP after careful consideration.

THREE-FOURTHS OF ELIGIBLE EMPLOYEES CHOOSE ORP

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1989-90 academic year 7,970 (78 percent) of the 10,219 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 13.96 percent of full salary (6.65 percent paid by the employee and 7.31 percent paid by the state) must be paid into an ORP account. The state ORP contribution rate was reduced from 8.5 percent by the Legislature in 1991. The law *does* permit local college districts to "supplement" the state contribution by an additional 1.19 percent, the amount of the reduction, and a substantial majority have chosen to do so. Present rates of contributions to TRS are 6.4 percent for the member and 7.31 percent for the state.

Two-year college employees invested in ORP plans with 78 different carriers during Fiscal Year 1990. The Variable Annuity Life Insurance Company (VALIC) was selected by 2,204 participants—more than 27 percent of the total business, with Aetna Life Insurance and Annuity Company and Travelers Life Insurance Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to twentieth place in 1990. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost participants steadily every year, down to 60 in 1989-90 (fewer than 1 percent).

Carriers receiving contributions during each of the last ten years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. **No ORP participant should feel "locked" into an inferior program.**

With surprising frequency, the TJCTA state office receives inquiries from members who somehow have been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

> *Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...*
>
> *Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...*
>
> *Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.*

Individuals who experience problems regarding the preceding three regulations should not hesitate to take action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS

Public Community Junior College Employees

1980-1990

	1980-81	*1981-82*	*1982-83*	*1983-84*	*1984-85*	*1985-86*	*1986-87*	*1987-88*	*1988-89*	*1989-90*
Variable Annuity Life Insurance Company	1,594	1,727	1,840	1,843	1,926	1,973	1,933	1,949	2,084	2,204
Aetna Life Insurance and Annuity Company	166	224	251	313	424	433	475	489	647	790
Travelers Life Insurance Company	265	281	404	500	595	685	682	583	670	660
Kemper Investors Life Insurance Company	—	240	340	488	599	681	736	683	622	573
Lincoln National Life Insurance Company	507	417	406	410	373	340	325	388	434	532
USAA Life Insurance Company	113	210	240	256	303	306	362	449	477	495
Great American Life Insurance Company	44	77	127	151	218	280	321	331	369	455
Union Mutual Life Insurance Company	278	301	303	355	430	427	416	355	302	265
Mutual Life Insurance Company of New York	283	341	388	404	385	335	298	279	254	229
Teachers Insurance and Annuity Association	203	205	191	202	183	168	162	165	161	196
Metropolitan Life Insurance Company	184	157	147	135	131	118	104	84	61	127
Investors Diversified Service (IDS)	38	44	43	39	39	38	40	48	51	124
Jefferson Pilot Life Insurance Company	318	235	215	203	188	172	160	156	131	103
Security Benefit Life insurance Company	—	26	29	39	61	72	74	94	94	102
Fidelity Investments	—	—	—	—	—	25	42	46	60	95
Pioneer Group	—	—	—	—	—	—	—	13	36	89
Northern Life Insurance Company	—	—	—	—	—	—	18	38	55	81
Great West Life Assurance Company	162	164	150	110	112	82	70	88	85	80
Delta Life and Annuity	—	—	—	—	—	29	48	100	91	67
Southwestern Life Insurance Company	1,054	691	578	550	363	311	226	150	91	60
Equitable Life Assurance Society	28	43	44	46	37	47	52	61	54	48
Texas Retirement Trusts	—	—	—	—	—	—	—	—	—	45
Reserve Life Insurance Company	—	—	—	—	—	—	—	—	64	43
Integrated Resources Life Insurance Company	—	—	—	—	—	—	—	34	60	42
Beneficial Standard Life Insurance Company	39	79	93	97	80	74	69	71	55	41
Nationwide Life Insurance Company	42	66	56	44	29	25	23	6	18	32
American Capitol Marketing, Inc.	—	—	—	—	—	—	—	5	8	32
National Western Life Insurance Company	—	—	—	—	—	—	—	8	13	26
American General Life Insurance Company	44	37	27	29	21	17	14	11	15	22
Amev. Investors	—	—	—	—	—	—	—	10	18	21
Connecticut Mutual Life Insurance Company	143	109	107	107	102	93	44	30	22	20
Providence Life Insurance Company	—	—	—	22	25	34	45	40	34	19
Safeco Insurance Company	—	19	23	25	28	30	23	25	25	19
Prudential Life Insurance Company	60	52	47	43	27	21	21	26	24	18
Life Insurance Company of the Southwest	—	—	—	—	—	—	—	—	6	17
American United Life Insurance Company	33	25	16	12	11	10	10	9	15	15
Waddell & Reed Financial Services	—	—	—	—	—	—	—	—	4	15
Qual. Univ. Accumulation & Dist. System	—	—	—	—	—	—	—	—	42	14
New England Life Insurance Company	—	65	72	79	85	84	83	81	76	13
Sun Life Assurance Company of Canada	—	—	1	4	11	11	9	9	10	11
Transamerica Life Insurance Company	53	45	42	54	46	24	15	11	15	10
Franklin Life Insurance Company	12	10	9	7	5	5	5	6	8	10
All other carriers (fewer than 10 each)	31	22	37	40	60	51	66	123	224	110
TOTAL PARTICIPANTS (All ORP Programs)	*5,799*	*6,038*	*6,324*	*6,662*	*6,966*	*7,092*	*7,067*	*7,208*	*7,565*	*7,970*

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COMPENSATION AND UTILIZATION OF PART-TIME INSTRUCTORS TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES

1991-92

(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U. S. History (assuming instructor holds Master's Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

College District	*Compensation for One 3-Hour Course*	*Rank 1-49*	*Additional Pay for Advanced Hours or Degree*	*Additional Pay for Teaching Experience*	*Number of Full-Time Faculty*	*Number of Part-Time Faculty*	*Percent of Sections Taught By Part-Time Faculty*
Alamo Community College District	$1,292	10	Yes	No	700	837	25%
Alvin Community College	1,050	28	Yes	No	102	78	23%
Amarillo College	1,050	28	Yes	Yes	178	139	26%
Angelina College	1,320	9	No	No	75	89	26%
Austin Community College	1,175	18	No	Yes	271	1,102	67%
Bee County College	1,200	12	No	No	84	45	25%
Blinn College	1,900	1	Yes	Yes	168	211	30%
Brazosport College	1,200	12	No	No	65	98	28%
Central Texas College	825	47	Yes	Yes	109	213	55%
Cisco Junior College	850	45	No	No	61	83	Not Reported
Clarendon College	750	49	No	No	27	50	15%
College of the Mainland	1,131	21	Yes	Yes	84	306	33%
Collin County Community College	1,095	24	No	No	107	400	45%
Cooke County College	915	40	No	Yes	68	102	34%
Dallas County Comm. College Dist.	1,170	19	No	No	719	3,480	40%
Del Mar College	1,700	2	Yes	No	274	222	25%
El Paso Community College	1,560	5	No	No	328	869	40%
Frank Phillips College	900	41	No	No	29	84	Not Reported
Galveston College	1,071	27	No	No	55	50	35%
Grayson County College	1,035	30	No	No	89	64	17%
Hill College	945	39	No	No	53	57	18%
Houston Community College System	1,110	22	Yes	No	480	2,100	55%
Howard College	828	46	No	No	99	74	22%
Kilgore College	1,164	20	Yes	Yes	166	93	10%
Laredo Junior College	1,350	8	No	No	170	57	8%
Lee College	1,491	6	No	No	141	86	Not Reported
McLennan Community College	1,620	3	Yes	No	182	71	8%
Midland College	1,000	33	No	No	87	142	30%
Navarro College	1,200	12	No	No	69	91	31%
North Harris Montgomery Comm. Coll.	1,275	11	Yes	Yes	281	507	35%
Northeast Texas Community College	900	41	No	No	35	47	Not Reported
Odessa College	1,035	30	No	No	140	121	16%
Panola Junior College	1,000	33	No	No	49	18	9%
Paris Junior College	1,000	33	No	No	87	33	12%
Ranger Junior College	900	41	Yes	No	27	20	16%
San Jacinto Junior College District	1,080	25	No	No	427	554	25%
South Plains College	1,080	25	No	Yes	204	83	14%
Southwest Texas Junior College	1,100	23	Yes	Yes	53	75	25%
Tarrant County Junior College Dist.	888	44	Yes	Yes	437	647	32%
Temple Junior College	1,608	4	Yes	No	74	33	10%
Texarkana College	1,000	33	No	No	112	107	20%
Texas Southmost College	1,192	17	No	No	150	180	19%
Trinity Valley Community College	950	37	No	No	141	85	23%
Tyler Junior College	1,200	12	No	No	194	217	24%
Vernon Regional Junior College	1,005	32	Yes	No	50	47	30%
The Victoria College	1,432	7	No	No	104	53	16%
Weatherford College	950	37	Yes	No	51	60	32%
Western Texas College	800	48	Yes	No	42	9	1%
Wharton County Junior College	1,200	12	No	No	95	80	35%
Mean Salary	*$1,132*		*Yes = 18*	*Yes = 11*			
Median Salary	*$1,080*		*No = 31*	*No = 38*			

Four's a College, Five's an Assembly-Line:

The Crisis of Overloads

Whitney L. Hoth
Department of English
Fort Hays State University
Hays, Kansas

As a member of the English faculty at Laredo Junior College in the fall of 1990, I surveyed all Texas community junior colleges asking for information on course loads and enrollment limits for their English, communications, and reading instructors. I anticipated that the average would be five classes with total enrollment limits of about 100 students. I hoped to find exceptions, schools holding the limit to four classes. I felt, and many of my colleagues at LJC agreed with me, that the average of five was too many; we sought precedent in the Texas system for justifying reductions in our own department. The survey was restricted to the class loads of English instructors, but I believed the burden of excessive class loads was borne by many other departments. The initial results indicated the average was five with enrollment limits nearing 150. Other sources indicate that in some institutions enrollment exceeds 150.

Whitney L. Hoth

Before completing this survey, I was offered a position at Fort Hays State University in Kansas, where I am now teaching four classes. The issue of course loads in Texas community junior colleges remains vital for me as I believe in the special mission of community colleges and am convinced they deserve a teaching load comparable to that of state universities. At a time of increasing pressure to improve academic standards in higher education, working conditions for two-year college instructors must likewise be improved. Any attempt to improve standards should begin with improvements in working conditions, foremost a reduction in class load for two-year college instructors. Many, perhaps most, of these instructors are hearing demands for greater accountability in achieving higher academic standards, yet these instructors continue to work in subprofessional conditions. Thus, the individualized instruction necessary to improve student performance is almost impossible in overloaded classes.

For such instructors, professional development—reading professional journals, writing professional articles, attending conferences—becomes a luxury instead of an obligation. Professional competence suffers. Community involvement, essential to the community college concept, also suffers because faculty are locked into time-consuming duties. These problems, common to most Texas community junior college departments, are especially severe in departments of English, where burdens of reading and grading are heaviest.

Now that I am teaching four classes in a university system, I am pleased by my increased time for positive interaction with students. I know most certainly that community college instructors need this more reasonable work load. Minority and non-traditional students often require special assistance, and the community colleges are now teaching a majority of non-traditional students in higher education. In my experience, this teaching is more demanding than that required in the state universities. Publication and research are usually cited as the justification for lower class loads in universities, but the effort required to teach effectively equals or exceeds that to publish, according to my experience in the university. Furthermore, much of the research and publication at our state universities is of dubious value.

The problem of excessive work loads in two-year colleges is a national problem, open to criticism from professional organizations. The guidelines of The National Council of Teachers of English recommend maximum class loads—15 for developmental classes, 20 for composition classes, and 25 for literature classes—far under the Texas average. Community junior colleges in South Texas have some of the highest minority enrollments in the country, a growing population of first-generation students with minimal academic preparation. The public school system feeding into these colleges has only recently secured court mandate for equitable funding intended to assure equal education. The Texas economy, itself, in moving toward a more sophisticated industrial/service model, requires higher minimal education of employees. One key to insuring successful transition to this more diversified state economy is the educational training provided in our community colleges, but this training cannot be provided on the cheap. The dominant assembly line model of heavy class loads and high enrollment limits should be abandoned.

Teachers and administrators agree that student writing skills must be improved as a first step to improving general academic performance. One obvious way to improve student writing skills is to increase student writing: to require more frequent, longer, and more intellectually demanding written work. This need has given rise years ago to "writing across the curriculum." In practice, this would involve an increase of written work in all disciplines and not only those directly or traditionally concerned with writing skills. The idea has had a hard time gaining acceptance. Understandably. Few departments are willing to take on the burdens common to their colleagues in English. We have all heard anecdotes from ex-English teachers about their time in the trenches.

The assembly-line model of heavy class loads and high enrollment limits should be abandoned.

Analysis of written work is the single most time-consuming and intellectually demanding form of evaluation required of teachers. There are no short cuts, no multiple-choice measures for important writing skills, no Scantrons, no work-study graders. If the average instructor in the Texas community junior college system with five classes requires a one-page-length essay a week from students at the beginning of each term, that instructor will carry home reams of assignments for grading while his colleagues in other departments quickly mark off multiple-choice exams during office hours. If this instructor spends as little as ten minutes on each paper (often far less than the time required), he or she will invest almost 16 hours each week in grading *alone*. English teachers often log 20 or more hours per week in grading. In addition, many students now need to submit drafts and "rewrites" before receiving final grades. When the review and evaluation of these drafts and "rewrites" are also figured into the grading load, the burden for instructors may double. With four classes, these burdens would remain great; at the current five, they become unmanageable.

In face of this reality many instructors begin to cut corners. They may cease to read assignments carefully and begin to grade perfunctorily and arbitrarily. The instructors may inflate grades to avoid possible student challenge. Community junior college students often have unrealistic ideas about the effort required for college work. These students may be discouraged when their first efforts fail, and teachers must help these students without coddling them or lowering standards.

With the excessive class loads, careful grading can become a prescription for martyrdom, or cynicism and time-serving: the distribution of "smiley faces," soothing words, and unearned grades. The twin evils born of such pressure are burnout and grade inflation.

So long as the departmental average in Texas community junior colleges is five courses, no one can reasonably propose an increase in writing across the curriculum. It cannot be done. As it is, many instructors now accept overloads because of financial pressures. Any dramatic increase in written work required in all disciplines would be strongly resisted by those instructors who make the exceptional expedient of an extra class a common practice. This overload practice is pernicious.

There is little hard data in Texas concerning course loads and class enrollment limits in its community junior colleges. There ought to be. Excessive class loads are a principal obstacle to better performance by Texas students, and permitting part-timers to teach overloads compounds the problem. It is well and good for the state to establish testing instruments to measure minimum standards and for accrediting agencies to take up the call for "competencies," but it is also time for both state and accrediting agencies to take a hard look at teaching overloads in Texas two-year colleges. The solution to the problem of overloads is legislative. While many administrators recognize that the teaching of composition and writing cannot be properly accomplished under present conditions, they feel hog-tied by the Texas state government's chronic underfunding of English contact hours. Because the contact-hour funding rate in English stands at a low $2.96 per student contact hour, English departments seldom pay their way. This minimal funding for English contact hours is rarely sufficient even to offset the costs of the teaching. As a result, local administrators have little incentive to cut class loads or enrollment levels in English because the chief means of generating income is by maintaining maximum enrollments.

In any case, the situation should not continue unreformed. One possible solution would be a change in the practice of contact hour funding. Instead of computing rates as a reflection of instruction costs (the current practice), rates might be used instead as a system of incentives to encourage class load and enrollment reductions. Colleges and departments holding class levels to a state recommended maximum might be favored with a higher rate of contact hour funding per student. If the state is competent to regulate academic standards by such measures as the Texas Academic Skills Program (TASP), perhaps it might reasonably be asked to take on the additional responsibility of regulating class load and enrollment levels. It is not enough for the state to require higher standards; it must promote them.

Though I have left the Texas community college system and now enjoy the benefits of a reduced class load, I regret I was unable to combine these improved conditions with the kind of nontraditional and deserving students I taught at my junior college. These students deserve conditions that serve their interests.

Mr. Hoth received the Bachelor of Arts degree from the University of Michigan-Dearborn and the Master of Arts degree from the University of Michigan at Ann Arbor. He is completing work on the Ph.D. at the University of Michigan at Ann Arbor. From June 1988 to December 1990, he was on the English faculty at Laredo Junior College. In January 1991, he was appointed to the faculty at Fort Hays State University, in Hays, Kansas.

TJCTA OFFICER CANDIDATES ANNOUNCED FOR 1992-93

FOR PRESIDENT-ELECT

David Ligon
Tyler Junior College

Brian K. Dille
Odessa College

FOR VICE PRESIDENT

Doris Patrick
Austin Community College

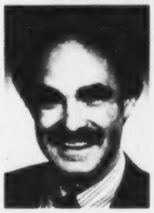
Scott Nelson
Kingwood College

FOR SECRETARY

Patricia Green
Temple Junior College

Anna Holston
Central Texas College

FOR TREASURER



David Wilcox
Houston Community College

Joseph Kingcade
Blinn College

Ronnie E. Hall, Angelina College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1992-93. The committee met in Dallas on Nov. 9, and selected the slate of candidates. Nominees are listed in order determined by lot.

Candidates for president-elect are David J. Ligon and Brian Dille. Mr. Ligon has been on the faculty of Tyler Junior College since 1967, and is an instructor of government. Since 1978, Dr. Dille has been a member of the political science faculty at Odessa College.

Nominees for vice president are Doris Patrick and Scott Nelson. Mrs. Patrick has been a member of the office systems technology faculty at Austin Community College since 1973. Dr. Nelson has been on the political science faculty at Kingwood College, in the North Harris Montgomery Community College Disrtrict, since 1984.

Candidates for secretary are Patricia Green and Anna Holston. Dr. Green has taught in the computer information systems program at Temple Junior College since 1978. Mrs. Holston has been on the English faculty of Central Texas College since 1988.

Nominees for the office of treasurer are David Wilcox and Joseph Kingcade. Since 1976, Mr. Wilcox has been a member of the history faculty at Houston Community College. Dr. Kingcade has taught chemistry and physics at Blinn College since 1985.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the *Messenger*.

The election will be conducted during the annual convention, Feb. 28. Officers' terms will begin April 1, 1992, and end March 31, 1993. Absentee voting will begin in late January, under arrangements outlined below.

Under provisions of the TJCTA Bylaws, candidates could have been nominated by petitions. According to Mr. Hall, no petitions were filed by the December 1 deadline. Candidates may also be nominated from the floor during the opening session of the TJCTA convention, scheduled to begin at 7:30 p.m., Thursday, February 27.

In addition to Mr. Hall, members of the TJCTA Nominating Committee this year are Anne Penney Newton, Temple Junior College; Barbara A. Blair, Southwest Texas Junior College; Steve Burket, Tyler Junior College; Barrett R. Burns, Houston Community College; Diana R. Cox, Amarillo College; and William R. Miller, San Antonio College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1992-93 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1992-93.

Member's Signature

PRINT Name

College

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 14, 1992.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 25, 1992. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

“2 PERCENT RAISE” WAS LESS THAN MET THE EYE

Some faculty and other professional employees of Texas community junior colleges received a morale boost in November when State Comptroller John Sharp announced that two-year college employees would receive "the same 2 percent pay raise given state workers in September." Mr. Sharp's press release clearly stated that additional funds would be sent to the colleges and emphasized that "these funds cannot be used…for any purpose other than a 2 percent employee pay raise."

Immediate—and, as it turned out, premature—assumptions were that each college would receive from the state an additional amount equal to 2 percent of its payroll to cover an across-the-board pay raise for employees. After further study, however, it turned out that the supplemental state appropriation would be a *proportion* of a 2 percent salary increase based on each college's operating budget.

Moreover, at the majority of two-year schools, where salary raises of 2 percent or more had already been granted at the beginning of the academic year, the Comptroller said the institutions need not pass the additional state funds to employees. Instead, the new state money could be considered a "reimbursement" for raises already given.

A few colleges—already reeling from sharp cuts in funds and unable to grant *any* pay raise in September—found themselves facing a dilemma. In order to participate in the additional state funds, the schools would have to grant 2 percent raises, yet the proportion of the amount actually funded under the state's formula would amount to just slightly more than *1 percent*. Those colleges were obligated to make up the remaining amount from other sources—a feat not easily accomplished given the drastic reductions already made.

While community college advocates were quick to express appreciation for the additional state funds (unwilling, as one faculty leader said, to "look a gift horse in the mouth"), some disappointment was shown that the original press announcement heralding a "2 percent pay hike to public community and junior college employees" turned out to be less than met the eye.

The 2 percent state "bonus" is due to be made available to the community junior colleges again in 1992-93; but, once again, while the colleges will have to grant 2 percent raises in order to participate in the state funding, the actual amount received from the state will be only a little more than one-half the amount needed to fund the raises. The balance will have to be made up from other revenue sources. Also, it is widely feared that a 2 percent raise for 1992-93 might be the *maximum* that some colleges grant, and that amount would be less than half the anticipated increase in the cost of living.

CUT IN STATE FUNDS LIKELY FOR 1992-93

Reductions in state appropriations for public institutions of higher education—including community, junior, and technical colleges—will almost certainly occur for the 1992-93 fiscal year. The exact amount of the cut has not yet been determined, but it could be as much as 5 or 6 percent of the state funds previously appropriated by the Legislature.

The cut is tied to a rider in the general appropriations bill passed last August. The provision requires state-funded agencies to implement cost-cutting measures to "save" $300 million. The law required agencies to report, by Dec. 1, 1991, projected savings which had been identified. The total amount of estimated "savings" will be compared with the "targeted amount of $300 million." The difference between projected savings and $300 million will be made up by across-the-board budget reductions.

According to one source, state agencies have identified savings of only $39 million for 1992 and $18 million for 1993. That means every state-funded agency can anticipate cuts in state appropriations.

Specific procedures for implementing the budget reductions are being developed by the State Comptroller and the Texas Incentive and Productivity Commission.

CONSULTANT SERVICES AVAILABLE TO MEMBERS

Frank L. Wright has been retained by the Texas Junior College Teachers Association to provide assistance and advice to the association and to individual members on matters related to various retirement plans.

Mr. Wright is executive director *emeritus* of the Texas Association of College Teachers. He served 10 years as executive director of TACT and continues to serve as a consultant to the organization. For the past 17 years he has conducted an exhaustive study of optional retirement and tax-deferred annuity plans. (This year's study appears on pages 8-22 of this issue of the *Messenger.*)

On the recommendation of the TJCTA Membership Services Committee, the association's Executive Committee entered into a consultation agreement with Mr. Wright.

A TJCTA member who has questions concerning Optional Retirement Programs—or other retirement or tax-deferred plans—may call the TJCTA State Office toll-free (1-800-288-6850). The member will provide a telephone number and suggested time when it will be convenient for the consultant to call. If a member prefers to call Mr. Wright directly (and incur the expense of the telephone call), Mr. Wright may be reached at Area Code 512, 477-5238. The consultant will not make specific recommendations and will not endorse any particular program, but his services may be very useful in helping a member understand available options and programs.

1992 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1992 TJCTA convention has been released. More than 140 separate events will be crowded into a three day period, beginning at 9:00 a.m., Thursday, Feb. 27, and concluding shortly after Noon, Saturday, Feb. 29.

A detailed program will appear in a special convention issue of the *Messenger* in early February. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Hyatt Regency Hotel in downtown Houston. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 27, 1992

9:00 a.m. - 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 - 4:00 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	—Informal Reception
7:30 - 9:30 p.m.	—**BANQUET AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 28, 1992

7:30 - 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	—Convention Registration
8:00 a.m. - 5:00 p.m.	—Exhibits Open
8:00 a.m. - 5:00 p.m.	—Polls Open (Election of Officers)
9:00 - 10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	—**SECOND GENERAL SESSION**
4:15 - 5:45 p.m.	—Insurance Seminar
4:15 - 5:45 p.m.	—Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 29, 1992

8:00 - 11:30 a.m.	—Convention Registration
8:00 - 11:30 a.m.	—Exhibits Open
9:00 - 10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon - 3:00 p.m.	—Special Meetings (to be announced)

MAKE HOTEL RESERVATIONS IMMEDIATELY!

Members planning to attend the 45th annual convention, Feb. 27-29, 1992, in Houston, are encouraged to reserve hotel accommodations at once. A block of 1,200 rooms has been reserved for the TJCTA convention, but it is likely that those who wait until the last minute to make reservations will be disappointed.

Headquarters hotel for the 1992 meeting is the Hyatt Regency Hotel, located at 1200 Louisiana Street, in downtown Houston. With the exception of a few "field trips" for some of the section meetings, all convention activities will be held in the Hyatt Regency. Overflow housing has been arranged at the Doubletree Hotel, directly across the street from the Hyatt Regency. Additional overflow housing has been arranged at the Four Seasons Hotel, located just a few blocks from the Hyatt Regency, and conveniently accessible through the downtown underground tunnel system.

Hotel accommodations may be reserved by completing the form below and mailing it to the hotel at which reservations are desired. The reservation form **should not** be sent to the TJCTA State Office, as that will only delay processing.

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ON THE COVER: Students pass the chiming clock tower built with donated funds as a project of the Amarillo College Student Association in 1990. Photo by Henry Ortega, photographic technician; layout by Leona Chadwick, publications supervisor.

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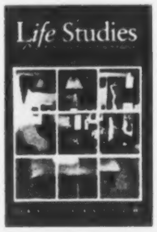

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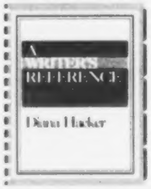

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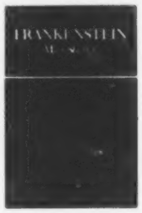

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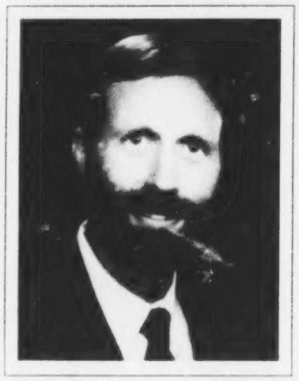
The President's Message

As if we didn't know already, *The Chronicle of Higher Education* reports it its January 8, 1992, edition that things are tough all over. Colleges and universities across the land are bracing for another budget pinch. Though it's little or no consolation to us, public colleges and universities in almost all states are facing yet another year of hardship that may bring layoffs, tuition increases, limits on enrollment, and tax increases or tax reform (which will likely be resisted by equally hard-pressed taxpayers and legislators.)

Yes, higher education like many other entities is being hit hard by the recession. Maybe harder, for according to Julie K. Phelps, vice president for business and finance at Delaware State College, higher education's image is not always an advantage: "The public does not automatically see higher education as a public responsibility," she says. What is clear is that public higher education is caught in the crossfire.



A year has passed since Senate Bill 111 created the Texas Performance Review...a review that was the most thorough and wide-ranging audit of Texas state government ever undertaken...a review that brought many sleepless hours and heartaches to those in higher education...a review that fortunately did not bring the devastation that many at first feared. Some colleges were even able to give meager raises, through prudent management by the college administration and governing boards, or through local tax increases, or by higher tuition and fees. Education: caught in the crossfire.

One recommendation of the Texas Performance Review is that tuition paid by students of higher education be "adjusted" (raised) to bring tuition rates more nearly in line with the actual costs of providing educational services; that is, tuition would pay for 25 percent of the costs. Fortunately, this issue has not yet come to pass. Education: caught in the crossfire.

The Texas Performance Review also recommends that the Texas Higher Education Coordinating Board work with colleges and universities to ensure that basic core-curriculum courses taught at Texas junior and community colleges be readily transferable to senior colleges and universities. Such action would save students' time and resources, and would eliminate duplication of effort within the systems. This highly desirable ideal however has not yet come to pass. Our students are caught in the crossfire.

As we move through the last decade of the twentieth century, we see that students are depending more and more upon the community, junior, or technical colleges for entry into the work force or into four-year institutions. Though some students may consider two-year colleges little more than an extension of the secondary school, we know we have helped countless students to become the first in their families to go to college. We know we have opened the college door to countless students who would otherwise have found it closed. We have brought education to the community where the students are and made it possible for them to afford their college education. We have emphasized teaching and learning for all who have the will to learn. We have helped to fulfill the democratic promise that education be available to all who will seize the advantage, not just to an elite.

"We are not two-year colleges because our founders lacked the foresight to make us four-year, nor because we lack the facilities or faculty to offer baccalaureate degrees. We are two-year because we choose to be, a choice we have made because specializing in freshmen and sophomores allows us to do certain things better than most baccalaureate institutions. This attitude is key to fostering a challenging environment for the academically gifted as well as the underprepared student." So wrote Laird Edman, assistant professor of English and honors program director, Waldorf College, Iowa, in the December/January 1991-92 issue of the *Community, Technical, and Junior College Journal*, and to which we can only offer a universal Amen. It's nothing new to us to find Education caught in the crossfire.

By now you must have guessed that our convention theme this year is—**Education: Caught in the Crossfire,** a theme to remind us of the many ways in which education in Texas and in the United States is caught between contending forces. However that may be, we remain hopeful, and our hope is that we as two-year college teachers can hold to our dreams and our ambitions, that each of us may aspire to be that special teacher who makes a difference in students' lives, that even being caught in the crossfire will not turn us from our work, will not leave us timid or weary.

I hope that you will join us at our state convention in Houston as we renew acquaintances with friends and colleagues, continue our professional development through the various excellent section meetings, and enjoy thought provoking speeches at our general sessions.

If you have not made your reservations, it's still not too late! See you in Houston.

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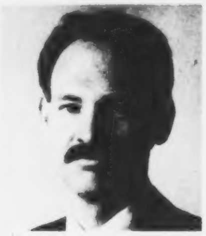

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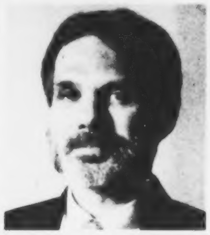

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Immediate Past President
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(Appointments expire March 31, 1992, unless otherwise indicated.)

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Stephen Lucas teaches public speaking, rhetorical criticism, and American Public Address in the Department of Communication Arts at the University of Wisconsin-Madison. He received his bachelor's degree from the University of California, Santa Barbara, and his master's and doctorate degrees from Penn State University.

Professor Lucas has been recognized for his work as both a scholar and a teacher. His previous book, Portents of Rebellion: Rhetoric and Revolution in Philadelphia, 1765-1776, won the Speech Communication Association's Golden Anniversary Award in 1977 and was nominated for a Pulitzer Prize. In 1988, he received the Chancellor's Award for Excellence in Teaching at the University of Wisconsin-Madison.

Camille B. Wortman

Camille Wortman is professor of psychology and Director of the Health/Social Psychology Training Program at the State University of New York at Stony Brook. A social psychologist, her major research interests include reactions to undesirable events, causal attribution, and reactions to stress and victimization. Wortman holds a Ph.D. from Duke. She formerly taught at Northwestern University (where she received the Distinguished Teaching Award) and at the University of Michigan. Wortman has published numerous articles in every major journal in her field, and has contributed chapters to books including Advances in Social Psychology, New Directions in Attribution Research, and Advances in Environmental Psychology series. In recognition of her research, Professor Wortman received the American Psychological Association's Distinguished Scientific Award for Early Career Contribution to Psychology. She and Elizabeth Loftus have co-authored the popular introductory psychology text, Psychology, 4th edition, published by McGraw-Hill.

Randy Johnston

Randy Johnston is nationally known for his seminars on the microcomputer industry. His specific area of expertise is local area networks and computer communications. He owns Professional Marketing Services, Inc. in Hutchinson, Kansas, a nationwide consulting firm. Randy teaches at Hutchinson Community College in Kansas, where he created a microcomputer instructional curriculum which has served as a model program for community colleges and universities around the nation. The author of several textbooks, he received his Master's in Computer Science from Wichita State University.

Santi Buscemi

Santi Buscemi teaches reading and writing at Middlesex County College in Edison, New Jersey, where he also chairs the Department of English. He is the author of A Reader for Developing Writers (McGraw-Hill, 1989), a second edition of which will be released in 1993. With Charlotte Smith, he is co-author of the newly published 75 Readings Plus (McGraw-Hill).

Professor Buscemi is First Vice President of the New Jersey College English Association. He has presented papers at MLA, The New Jersey College English Association, The New Jersey Association for Developmental Education, The New York College Learning Skills Association and the National Association for Developmental Education.

Richard V. Teschner

Richard Teschner is Professor of Language and Linguistics at the University of Texas-El Paso, where he has taught since 1976. He received his Ph.D. in Spanish Linguistics from the University of Wisconsin-Madison in 1972. His publications range from bibliographies and textbooks (in particular, Spanish for native speakers) to numerous reviews, articles, and monographs. In 1988 he served as President of the American Association of Teachers of Spanish and Portuguese. He has served as Secretary-Treasurer, then President, of the Linguistic Association of the Southwest.

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CANDIDATES FOR STATE OFFICE, 1992-93

Officers of the Texas Junior College Teachers Association for 1992-93 will be elected during the balloting to be conducted at the convention on Friday, Feb. 28, 1992. Voting will be conducted in the election booth, located in the Imperial Ballroom Foyer of the Hyatt Regency Hotel in Houston. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 27, at which time floor nominations will be in order.

Only *professional* members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

David J. Ligon
Tyler Junior College

Educational Background: Odessa College (1956-58); Portland State College (BS, 1966); Eastern New Mexico University (MA, 1968); Additional graduate work at North Texas State University and East Texas State University (PhD Program, ABD, 1973-76).

Professional Experience: Graduate Assistant, Eastern New Mexico University (1966-67); Administrative Internship, Eastfield College, DCCCD (1976); Instructor of Government, Tyler Junior College (1967-present).

Leadership Experience: Chairperson, TJCTA Resolutions Committee (1991); TJCTA Election Committee (1985); TJCTA Government Section (Secretary, 1992; Chairperson, 1991); Attended TJCTA Leadership Conference (1985, 1990); Member, Tyler Junior College Image Committee (1983); TJC Faculty Senate (1984-86); President, TJC Faculty Senate (1985-86); Member, TJC Past Presidents Association (1987-present); Chairman, Southern Association Self-Study Subcommittee on Administrative and Board Structure (1989); Campus Representative, Barry Goldwater Scholarship Foundation (1990-91); Treasurer, Educators Political Action Committee (1985-89).

Additional Information: Member, TJCTA (1967-present); Member, Southern Political Science Association (1990-present); Director of Christian Education and member of Governing Board, Trinity Fellowship Church (1990-present); Member, Chapel Hill Independent School District Advisory Council.

Brian K. Dille
Odessa College

Educational Background: Illinois State University (BA, 1971); The University of Texas at Austin (MA, 1977); The University of Texas of the Permian Basin (postgraduate studies, 1980-87); Texas Tech University (Ed.D., 1991).

Professional Experience: Teaching Assistant, The University of Texas at Austin (1971-73); Graduate Assistant, The University of Texas at Austin (1974); Part-time Instructor of Government, Austin Community College (1977-78); Associate Professor of Government, Odessa College (1978-present); Political Science Adjunct, The University of Texas of the Permian Basin (1984-present); Research Consultant for "Government By Consensus—A Texas Perspective" Telecourse (1989).

Leadership Experience: TJCTA Vice President (1991-92); TJCTA State Secretary (1990-91); TJCTA State Treasurer (1989-90); TJCTA Legislative Committee (1988-89); TJCTA Campus Representative (1989-present); Participant, TJCTA Leadership Conference (1984-90); Member, Junior and Community College Political Action Committee (JACC-PAC) Steering Committee (1989-present); Honors Section Chair at 1990 TJCTA State Convention; Odessa College Self-Study Committee on Educational Programs and chair of Subcommittee on Curriculum (1989-present); Odessa College Academic Senate (President, 1985-87; Senator, 1983-89; Salary Committee, 1983-86); Odessa College Staff Development Committee (1985-86); Odessa College Honors Program Committee (1988-present).

Additional Information: Odessa College Minnie Piper Nominee (1990-91); OC CAHOOTS Teacher of the Year (1989-90); Member: TJCTA (1978-present); Community College Social Science Association (1986-present); Blanton PTA (1985-present).

PLATFORM STATEMENTS

The Fall 1991 community college enrollment had a growth of 4% over Fall 1990, while public universities had 0% growth. Forty-nine percent of all college students are in community colleges. However, funding for education, retirement, and benefits has been reduced for community colleges and faculties.

TJCTA will need strong, energetic leadership to regain this lost funding and to prevent further financial loses. What is done in the next two years will determine funding for the next dozen years.

I will also work to:

- **protect insurance benefits;**
- **restore retirement contributions to 8.5%;**
- **oppose downward expansion.**

I ask for your support.

—DAVID J. LIGON

TJCTA must continue to be a strong, effective voice representing community college interests in Texas. TJCTA must send a forceful message to policy makers that community colleges are one of the best investments in the future that Texas can make. If re-elected to the Executive Committee, I will devote the necessary time and energy to help TJCTA meet these challenges:

- **work with the Legislature and other state agencies for sufficient state funding and other benefits;**
- **enhance the faculty's proper role in college governance;**
- **promote the development of local faculty organizations; and**
- **increase the effectiveness of our membership recruiting effort.**

—BRIAN K. DILLE

CANDIDATES FOR VICE PRESIDENT

Doris D. Patrick

Austin Community College

Scott A. Nelson

Kingwood College

Educational Background: The University of Texas at Austin (BBA, 1967); graduate studies at The University of Texas at Austin, Southwest Texas State University, North Texas State University, and Stephen F. Austin State University.

Professional Experience: Instructor of Secretarial courses, Austin's College of Business (1967-69); Instructor of Typewriting, The University of Texas Extension and Field Service Division (1969-70); Instructor of Office Occupations, Central Texas College at Austin (1970-73); Instructor of Office Systems Technology, Austin Community College (1973-present); Office Systems Technology Department Head (1976-86); Business Division Chairperson (1980-present).

Leadership Experience: TJCTA Campus Representative (1980-present); TJCTA Auditing Committee (1991-92); TJCTA Membership Services Committee (1988-91); TJCTA Nominating Committee (1987-88); TJCTA Membership Committee (1985-87); TJCTA Registration Committee (Chairperson, 1979-80; Vice Chairperson, 1978-79); TJCTA Social Committee (1974-75); Austin Community College Faculty Association (President, 1989-90; President-Elect, 1988-89; Parliamentarian, 1987-88; Secretary, 1976-78; Chair of By Laws, 1990-91; Chair of Academic Affairs, 1986-87; Curriculum Committee, 1984-85; Audit Committee, 1978-79); ACC Faculty Senate Senator (1991-92); ACC Credit by Advanced Placement Committee (1990); ACC Business Technology Instructional Philosophy Committee (1990); ACC Capital Outlay Review Committee (1984); ACC Experiential Learning Committee (1982); ACC Long Range Planning Committee (1979-80); Texas Business Education Association, District XIII (Representative, 1991-92; District President, 1988-89; Collegiate Teacher of the Year, 1988-89; District President-Elect, 1987-88; Secretary-Treasurer, 1981-82; Post-Secondary Teacher of the Year, 1978-79).

Additional Information: Member, TJCTA (1972-present); Texas Business Education Association (1967-present); National Business Education Association (1973-present); Phi Delta Kappa (1983-present).

Educational Background: Dimmitt High School (1968); North Texas State University (BS, 1972; MS, 1976); University of Houston (Ph.D., 1987); additional graduate work at The University of Texas at Austin and the University of Virginia.

Professional Experience: History Teacher, San Saba ISD (1973-74); History and Government Teacher, Denton ISD (1974-77); Instructor of Government, Kilgore College (1977-84); Adjunct Instructor, The University of Texas at Tyler (1984); Instructor of Political Science, Kingwood College (1984-present).

Leadership Experience: TJCTA State Secretary (1991-92); TJCTA State Treasurer (1990-91); Chairperson, TJCTA Legislative Committee (1988-89, 1989-90); Chairperson, TJCTA Editorial Review Board (1986-87); *TJCTA Messenger* Political Interviews with Lieutenant Governor Bill Hobby, Governor Bill Clements, Comptroller of Public Accounts Bob Bullock (with Larry Shirts and David Clinkscale, 1986-89); North Harris County College Faculty Senate President (1984-85); NHCC Southern Association of Colleges and Schools "Self-Study" Chairperson on Institutional Purpose (1989-90); NHCC College Council (1988-89); NHCC Faculty Senate Rights and Responsibilities Chairperson (1985-present).

Additional Information: Member, Formula Advisory Committee, Texas Higher Education Coordinating Board; Secretary, Junior and Community College Political Action Committee (JACC-PAC); Member, Steering Committee (JACC-PAC); published articles on a variety of topics in the *TJCTA Messenger*, the *Houston Post*, the *Houston Law Review*, the *Texas Observer* and *Texas Monthly*— among others; Grantee, National Endowment for the Humanities Summer Seminar (1981, University of Virginia); Research Consultant, Dallas County Community College District "Texas Government" Telecourses (1989); Delegate to State Democratic Convention (1982, 1988); Woodland Hills Elementary and Kingwood Middle School PTA.

PLATFORM STATEMENTS

As a member of various committees and a promoter of TJCTA membership, I am well aware that TJCTA is *THE* organization representing the interests of community college teachers.

I will spend the time and effort needed as a member of the Executive Committee to:

- **provide leadership to monitor and meet the needs of faculty members;**
- **make legislators and state agencies aware of the value of community colleges in preparing Texans, both vocationally and academically, for the twenty-first century;**
- **promote membership by continuing to make all eligible members aware of what TJCTA does for them.**

—DORIS D. PATRICK

My chief asset is *experience*:

- **as TJCTA Treasurer and Secretary, during a time of impressive growth in members and revenues;**
- **as Chairperson of the Legislative Committee (two terms), gaining a keen familiarity with the political issues that affect our interests;**
- **as Chairperson of the Editorial Review Board;**
- **as co-interviewer for the *Messenger* interviews with Bill Clements, Bob Bullock, and Bill Hobby;**
- **as a nineteen-year veteran of the classroom, fifteen in Texas community colleges—*and* TJCTA;**
- **as a campus leader with a tenacious belief in what community colleges do and the right of educators to be heard and treated as professionals.**

—SCOTT A. NELSON

CANDIDATES FOR SECRETARY

Patricia Ann Green

Temple Junior College

Anna R. Holston

Central Texas College

Educational Background: Temple Junior College (AA, 1970); University of Mary Hardin-Baylor (BAS, 1978); Southwest Texas State University (MPA, 1981); University of North Texas (Ph.D., 1987); postgraduate studies at Central State University, Oklahoma.

Professional Experience: Instructor of Computer Information Systems, Temple Junior College (1978-present); Department Chairperson, Computer Information Systems, Temple Junior College (1988-present).

Leadership Experience: TJCTA State Treasurer (1991-92); Co-Chairperson TJCTA Chairpersons, Directors, Deans of Departments and Divisions of Business, Computer Information Systems, Office Occupations, and Related Fields Section (1990-91); Chairperson, TJCTA Data Processing Section (1981-82, 1986-87); Temple Junior College Faculty Council (President, 1984-85, 1990-91; Professional Consultation Committee, 1984-85, 1986-87, 1989-91; Secretary/Treasurer, 1986-87, 1989-90; Vice President, 1989); TJC Administrative Council (1984-85, 1990-91); Board of Directors for Association of Computer Educators in Texas (1990-92); TJC Campus Computer Committee (1989-present); TJC Department Chairperson's Study Committee (1989-90); TJC Faculty Evaluation Committee (1989-90); TJC Instructional Council (1988-89); TJC College Purpose Statement Committee (1988-89); TJC Self-Study Administrative Processes Committee (1988-89); TJC Intellectual Property Committee (1988); TJC College Program Committee (1987-present); TJC Commencement Planning Committee (1983-present).

Additional Information: Member, TJCTA (1978-present); TJC Faculty Council (1978-present); TJC In-Service Workshops Leader (1983, 1984, 1986); Member of national organization, Association of Computer Educators (1984-present); Member, Texas Association of Computer Educators in Texas (1982-present); TJC Speakers Bureau (1982-present); Member, Data Processing Management Association (1979-present).

Educational Background: Paine College (BA, 1964); Pepperdine University (MA, 1978); Baylor University (MA, 1990).

Professional Experience: Teacher Education Training, Fayetteville State University (1974-75); Educational Administration Training, New Mexico State University (1978-80); Army Education Center (1977-80); Killeen Independent School District (1980-83); McLennan Community College (1986-88); Central Texas College (1983-85, 1988-present).

Leadership Experience: TJCTA Membership Services Committee (Chairperson, 1991-92; 1990-91); TJCTA Resolutions Committee (1989-90); TJCTA Auditing Committee (1988-89); Central Texas College Faculty Senate Professional Development Committee (1990); CTC Task Force for Finance and Resources Development (1991); Texas Council of Teachers of English (Program Chair, 1989; President , Region XII/XIII); SRCE Conference Recorder and Facilitator (1991).

Additional Information: Central Texas College Academic Educator of the Year (1990); CTC Piper Professor Nominee (1991); Member, Southwest Regional Conference on English in the Two-Year College; Member, Texas Conference of Teachers of English; Member, Conference of College Teachers of English; and Member, Delta Sigma Theta Sorority, Inc.

PLATFORM STATEMENTS

I firmly believe Texas Junior College Teachers Association is a vital and powerful force in Texas to promote quality higher education throughout the state. I am fully committed to the goals and objectives of TJCTA. During my term as Treasurer, I demonstrated leadership and enthusiasm as your representative.

As your TJCTA Secretary, I pledge to energetically uphold its goals and objectives by:

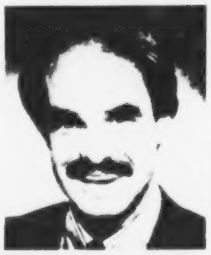
- **representing TJCTA and community colleges interests with total dedication;**
- **preserving our commitment to professional standards;**
- **working closely with the Legislature and other state agencies as a zealous advocate for community college interests;**
- **strengthening TJCTA through increased membership.**

—PATRICIA A. GREEN

When I joined TJCTA as an associate member, I realized the significance of this powerful and distinguished organization to Texas education. Serving TJCTA through committee work has given me the knowledge I need to work effectively as a member of the Executive Committee. My services to TJCTA will continue to promote those educational and professional standards which support the vital relationship between two-year colleges and community growth; to work aggressively to maintain that tradition of involvement with the Texas Legislative agencies concerning funding; and to assure active and continuous membership growth in TJCTA.

—ANNA R. HOLSTON

CANDIDATES FOR TREASURER



David M. Wilcox
Houston Community College

Educational Background: Iowa State University (BS, 1970; MA, 1973); Rice University (doctoral studies, 1973-75); University of Houston (post-graduate studies, 1978).

Professional Experience: Teaching Assistant, Iowa State University (1970-72); Copy Editor, *Journal of Southern History* (1973); Teaching Assistant, Rice University (1974); Houston Community College (Adjunct Instructor of History, 1975-76; History/Geography Department Head—Central College; Instructor, History Department, 1976-present).

Leadership Experience: Chairperson, TJCTA Resolutions Committee (1991-92); Participant, TJCTA Leadership Conference (1984-90); Houston Community College Faculty Association Council (Immediate Past President, 1991-92; President, 1990-91; President-Elect, 1989-90; Vice President, 1988-89); HCC Faculty Senate (Past President, 1987-88; President, 1986-87; President-Elect, 1985-86; Treasurer, 1984-85); Co-Chair, HCC Computer Resources and Services Self-Study Committee, 1989-91; HCC Sexual Harassment Policy Committee, 1990-91; HCC Administrative Council, 1986-87, 1990-91; HCC "Flight 2000" Community Outreach Committee, 1990-91; HCC Strategic Planning Committee, 1990-91; HCC Salary Committee, 1986-91; HCC Curriculum Committee, 1981-84; Chair, Faculty Forums on Registration Problems/Book Store Problems, 1986-88.

Additional Information: Member, TJCTA (1977-present); Member, Organization of American Historians; Participant, Great Teachers Seminar (1990); Bedichek Award for Outstanding College Service (1985).

Joseph E. Kingcade, Jr.
Blinn College

Educational Background: Philadelphia College of Pharmacy and Science (BS, 1972); Texas A&M University (MS, 1978; Ph.D., 1983); postgraduate studies at the University of Zurich, Switzerland.

Professional Experience: Teaching and research assistant, Texas A&M University (1978-83); Postdoctoral research, Texas A&M University and University of Zurich, Switzerland (1983-85); Chemistry and Physics Instructor, Blinn College (1985-present).

Leadership Experience: Chairperson, TJCTA Auditing Committee (1991-92); TJCTA Campus Representative (1991-92); TJCTA Section Chairperson, Physics and Engineering (1989-90); Participant, TJCTA Leadership Conference (1986-90); Session Chair, 106th Two-Year College Chemistry Conference (1989); Invited Participant, Topical Conference on Critical Issues in Two-Year College Physics and Astronomy, Washington D. C. (1989); Blinn College Faculty Constitution Committee (1990-present); Chairperson, BC Committee for Academic Enrichment of Minorities in Science (1990-present).

Additional Information: Member: American Association of Physics Teachers, Two-Year College Chemistry Conference, Texas Association of Chicanos in Higher Education; Participant: Regional Symposium for the Encouragement and Support of Women in the Mathematical and Natural Sciences.

PLATFORM STATEMENTS

TJCTA is our finest faculty support organization in Texas. I offer my experience, resources and abilities to continue its tradition of success and to:

- **develop more comparative reports (i.e. sabbatical leave, ORP problems and health insurance issues);**
- **work for state-wide parity among our colleges in terms of salary and other benefits.**

Additionally, we must continue to:

- **lobby strongly the Legislature for our equitable share of higher education funds;**
- **advocate collegial governance models, granting faculty a greater voice in the decision-making process;**
- **offer assistance on grievance and academic defense issues, while safeguarding our academic freedoms.**

I respectfully ask for your support.

—DAVID M. WILCOX

Eminent committees have warned us that our nation is at risk. American education is at a crossroads; we can continue to wring our hands about the critical challenges facing us; or we can move forward to make education in this country all that it must be.

Two-year colleges must provide today's student with better and more accountable education; to offer tomorrow's student a new generation of schools that integrate well within the educational system from kindergarten to graduation from a four-year institution; and to make communities a place where learning can happen.

—JOSEPH E. KINGCADE, JR.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1992-93 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1992-93.

Member's Signature ______________________________

PRINT Name ______________________________

College ______________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Or form may be sent by fax to Area Code 512, 288-5725. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 14, 1992.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 25, 1992. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

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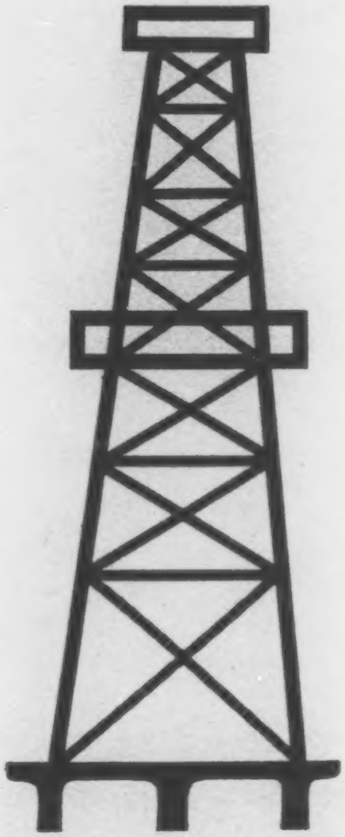

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BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 45th annual TJCTA convention will be a banquet meeting open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 27, the event will be held in the Imperial Ballroom of the convention headquarters hotel, the Hyatt Regency, in downtown Houston.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

Featured speaker for the convention's opening session will be Carl E. Hurley, a full-time professional speaker/entertainer. Frequently described as "America's funniest professor," Dr. Hurley is a native of Kentucky. He draws on his experiences growing up in the Appalachian mountains of eastern Kentucky in passing on to his audiences stories and anecdotes of life in rural America. He makes more than 200 appearances annually for professional and business groups, education conferences, youth organizations, sales and marketing seminars, and churches.

Carl E. Hurley

According to one commentator, "Whether doing country humor or delivering a convention keynote address, Dr. Hurley is known for his infectious laugh, twinkling of eye, and wide grin—and the use of humor as a carrier for his message."

Dr. Hurley holds the Bachelor of Science and Master of Education degrees from Eastern Kentucky University and received his doctorate from the University of Missouri–Columbia. He was named as one of the "Outstanding Young Men in America" by the United States Jaycees; received the "Trail Blazer Award" from the Citizens Life and Security Company; was honored for "Outstanding Contributions to the Field of Education" by the University of Missouri; is a 32nd degree Scottish Rite Mason and a lay leader in the United Methodist Church.

Tickets for the banquet will be sold for $25 and ***must be purchased in advance***. Banquet tickets will ***not*** be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 18. Tickets will be mailed or may be held at the convention registration desk.

For those unable to attend the banquet but who wish to hear Dr. Hurley's address, limited seating will be available in the Hyatt Regency's Imperial Ballroom at 8:00 p.m.

"MULTIMEDIA COMPUTING" IS SECTION TOPIC

In Friday's meeting of the Associate Degree Nursing Section, Paula O'Neill, Director of Instructional Resources at The University of Texas M. D. Anderson Cancer Center will discuss "Multimedia Computing in Nursing: A National Perspective." She will discuss multimedia technology, instructional uses, the computerized medical record, and other computer applications in health science.

Dr. O'Neill teaches health informatics courses at the M. D. Anderson Cancer Center and is also adjunct faculty at The University of Texas Health Science Center. She is the principal investigator and project manager of the award winning nursing education series, "Care of the Immunocompromised Cancer Patient." Dr. O'Neill earned her doctorate from the University of Houston.

Karlene Kerfoot

Saturday's session will feature Karlene Kerfoot, Executive Vice President of Patient Care and Chief Nursing Officer at St. Luke's Episcopal Hospital. Dr. Kerfoot's topic will be "Balancing on a Highwire: Caring for Yourself as You Care for Others."

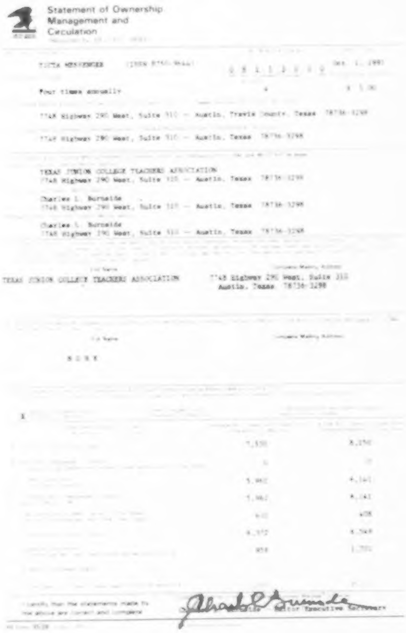
DANCE IS POPULAR CONVENTION ACTIVITY

Steve Campbell and "Hearts on Fire"

Among the dozens of "serious" convention events—general sessions, section meetings, field trips, seminars and workshops, exhibits, luncheons, and receptions—a major social event is the annual convention dance.

This year's dance will feature music by Steve Campbell and "Hearts on Fire." The group will perform mainly country and western music. Arrangements for the dance and band were made by Emmeline Dodd, College of the Mainland, chairperson this year of the TJCTA Social Committee.

The dance will begin at 9:00 p.m., Friday, Feb. 28, and will end at 1:00 a.m. The event will be held in the Hyatt Regency's Imperial Ballroom. No fee is charged for admission to the dance; however, the function is open only to individuals officially registered at the convention, and convention badges must be presented to enter the ballroom.



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REQUEST FOR BANQUET TICKETS

Please send __________ ticket(s) at $25 each for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 27, 1992, at the Hyatt Regency hotel, Houston.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 25, and that **no refund will be made for reservations cancelled after that time**. (Banquet tickets *are* transferrable.)

☐ Hold ticket(s) to be picked up at the convention registration desk under my name.

☐ Mail ticket(s) to me at the address shown below.

Name ______________________________

Address ______________________________

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NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 18 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

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PROMINENT EDUCATOR TO ADDRESS PROFESSIONAL DEVELOPMENT SEMINAR

"Teachers Caught in the Crossfire" will be the topic for discussion at the professional development seminar during the annual TJCTA convention. The seminar will be offered at 7:30 a.m., Friday, Feb. 28, in the Regency Room (Third Level) of the convention hotel, the Hyatt Regency in downtown Houston; and the presentation will be repeated in the same room at 12:30 p.m., the same day.

Wilbert J. McKeachie

Featured speaker will be Wilbert J. McKeachie, professor of psychology at The University of Michigan. Dr. McKeachie will discuss ways in which college faculty members can deal with conflicting demands and expectations in times of shrinking revenue, declining purchasing power, larger classes, and demands for more programs and additional services.

Dr. McKeachie is the author of an immensely popular—and highly successful—book, *Teaching Tips: A Guidebook for the Beginning College Teacher*, which is in its ninth edition and in use around the world. The book has been described as "a survival manual for generations of college teachers."

Dr. McKeachie serves as associate director of the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTL) and was former director of the Center for Research on Learning and Teaching at The University of Michigan, where he has spent his entire professional career. His primary activities have been college teaching, research on college teaching, and training college teachers.

He is past president of the American Psychological Association and the American Association for Higher Education. He is also past chairperson of the Committee on Teaching, Research, and Publication of the American Association of University Professors (AAUP).

In 1985, Dr. McKeachie received the American Psychological Foundation's Award for Distinguished Teaching, in which he was cited for "incomparable lifetime contributions in research and practice to the advancement of teaching of psychology and the evaluation and improvement of teaching generally." In 1987, he received the American Psychological Association's Distinguished Career Contribution to Education and Training in Psychology Award. In 1990, he received the first Career Research Award of the American Education Research Association, and was cited for his "contribution to the improvement of college teaching."

Dr. McKeachie received the Bachelor of Arts degree from Michigan State Normal College and holds the Master of Arts and Ph.D. degrees from the University of Michigan. He also holds honorary degrees from Eastern Michigan University, Northwestern University, Denison University, and the University of Cincinnati.

Arrangements for the Professional Development Seminar were made by the TJCTA Professional Development Committee, chaired by Ellen H. Brennan, San Antonio College.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention at Houston's Hyatt Regency Hotel. Committee member Nancy Ellen Partlow, Wharton County Junior College, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. Also serving on the subcommittee is Marvin C. Ray, Navarro College. Other members of the Membership Services Committee will help staff the center during the convention.

This will be the sixteenth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted. Because of threatened cuts in state appropriations for higher education and fears that the state's economic problems might worsen, it is anticipated that fewer positions will be posted this year than in the past.

In a joint letter from Ms. Partlow and TJCTA President Steve Dutton, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the Hyatt Regency's Imperial Ballroom foyer. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 28, and from 8:00 to 11:00 a.m., Saturday, Feb. 29.

TJCTA members who wish to do so are invited to send résumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the résumés and obtain information about potential candidates for staff openings. Résumés should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Résumés should be mailed in time to be received by Feb. 25. After that date, members may take their résumés directly to the placement center at the convention site.

Following the convention, job listings and résumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

COLLEGE PRESIDENTS PLAN TWO MEETINGS

John H. Anthony

Jim M. Williams

Marvin L. Baker

George A. Baker

Dale F. Campbell

Community junior college presidents and chancellors will meet twice during the annual TJCTA convention.

William R. Auvenshine, Hill College, president of the Texas Junior College Association, announced a pre-convention conference for Thursday, Feb. 27, in which chief administrators will discuss issues of concern to college leaders. The meeting will be conducted in the Dogwood Room (Third Level) of the Hyatt Regency hotel. According to Dr. Auvenshine, the session is designed primarily for deans and division directors who are interested in knowing more about the challenges and opportunities facing presidents and chancellors. Topic for the meeting is "So You Want To Be A President."

Registration for the session will begin at 12:30 Thursday afternoon, and the program will begin at 1:00. John H. Anthony, president of the Collin County Community College District, will speak on "Leadership Styles and Skills." Jim M. Williams, president, Grayson County College, will discuss "Board Relations." Marvin L. Baker, president, South Plains College, will speak on "Working with the Legislature." Final speaker will be George B. Vaughan, director of the Center for Community College Education at the University of Florida. Dr. Vaughan's topic is "Pathway to the Presidency."

Friday Luncheon Meeting

The annual luncheon meeting of the Texas Junior College Association is scheduled for Friday, Feb. 28, from Noon to 1:45 p.m., in the Hyatt Regency's Dogwood Room (Third Level).

The program for the luncheon session consists of remarks on "New Tool for Assessing Community College Effectiveness." Speakers will be George A. Baker, director of the National Institute for Leadership and Development at The University of Texas at Austin, and Dale F. Campbell, Assistant Commissioner, Division of Community and Technical Colleges, Texas Higher Education Coordinating Board.

TJCA is an organization of institutions, represented by each college's chief administrative officer (or a designated representative). The group meets each year in conjunction with the TJCTA convention. In addition to Dr. Auvenshine, TJCA officers this year are Bobby Walters, Paris Junior College, vice president; and Larry L. Stanley, College of the Mainland, secretary-treasurer.

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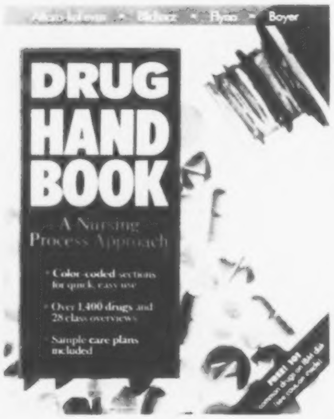
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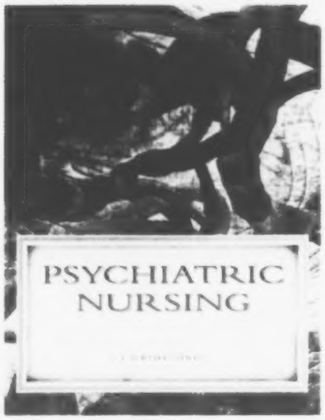
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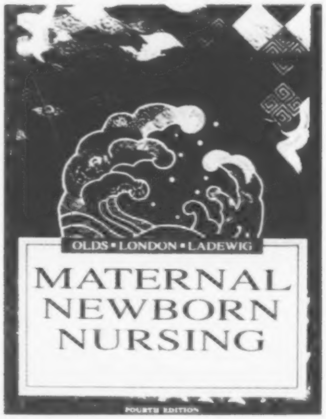
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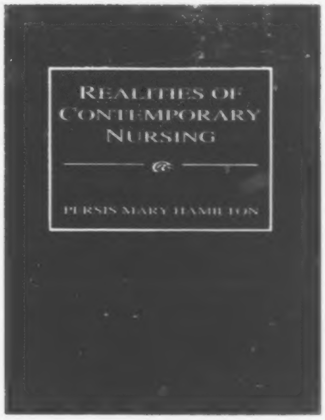
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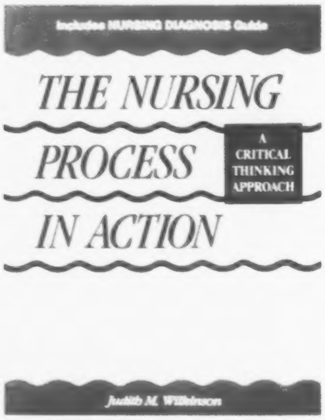
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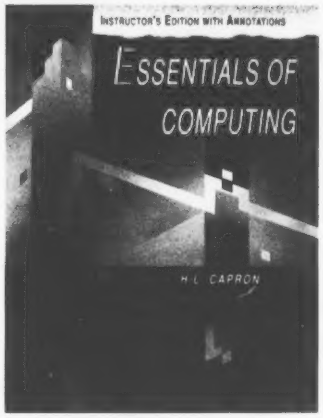
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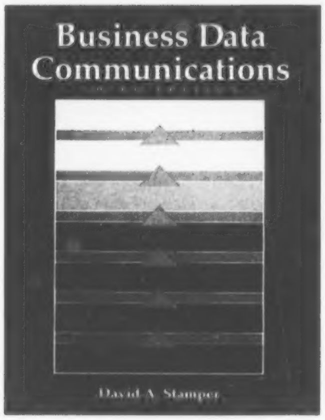
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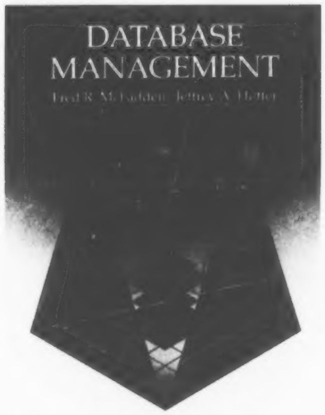
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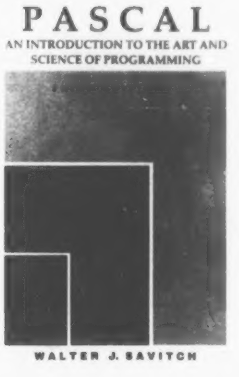
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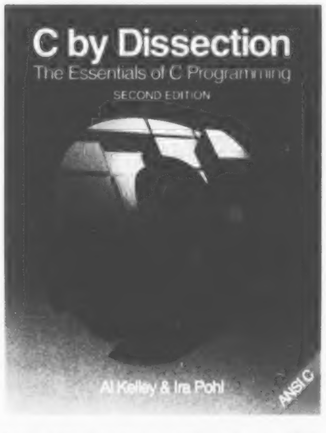
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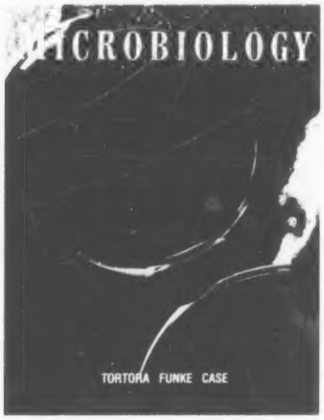
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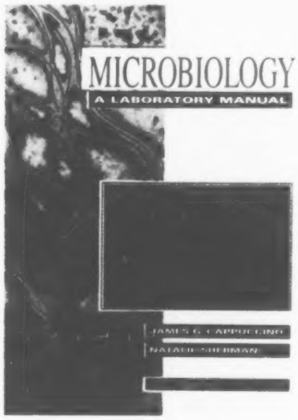
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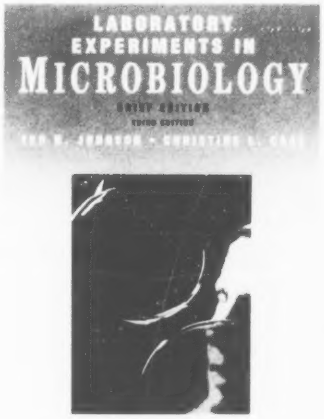
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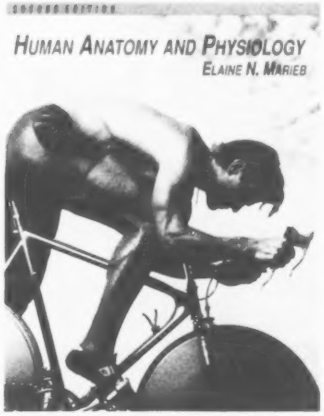
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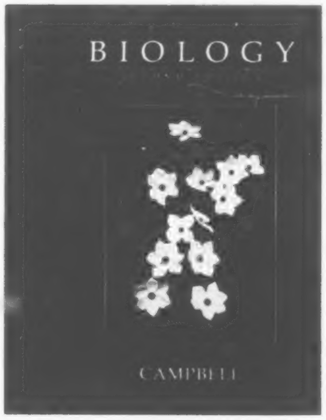
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PSYCHOLOGY SECTION ANNOUNCES SPEAKERS

Lester A. Lefton

Philip G. Zimbado

On Friday, the Psychology Section will meet at 9:00 a.m. to hear Lester A. Lefton speak on "High-Impact, Low-Technology Teaching Techniques in Large Sections of Introductory Psychology." Dr. Lefton received his Ph.D. in 1972 from the University of Rochester. Since then he has been teaching graduate and undergraduate courses in psychology at the University of South Carolina. In recent years he has specialized in teaching large classes of introductory psychology. In addition to his teaching responsibilities, he is in his second term as chairperson of the Psychology Department at the University of South Carolina. He is the author of two introductory psychology textbooks, *Psychology* (fourth edition), published last year by Allyn & Bacon, Inc., and the recently published the fourth edition of his other textbook *Mastering Psychology*, co-authored with Laura Valvatne.

Following Dr. Lefton's address, members will have an opportunity to hear an address by Philip G. Zimbardo. Dr. Zimbardo's topic is entitled "The Personal and Social Dynamics of Time Perspective." This lecture will consider the role of time perspective in human behavior. Dr. Zimbardo explains that "when an individual's time perspective becomes 'biased' in overusing or underusing one of these categories (past, present, or future), predictable consequences emerge in motivational, cognitive, emotional, and behavioral functioning." The presentation "will analyze the origins of biased time perspectives and describe assessment procedures and empirical research that illuminates the correlates and consequences of being excessively oriented toward the past, present, or future."

Dr. Zimbardo is a Professor of Psychology at Stanford University. A prolific writer and speaker, he has also designed, written, and hosted a 26-program television series on general psychology, *Discovering Psychology*, which has aired nationwide on PBS.

Saturday, Camille B. Wortman will speak on "Teaching About Life's Traumas: Psychological Perspectives for Good Health." Dr. Wortman's major interests include reactions to undesirable events, causal attribution, and reactions to stress and victimization. In addition to publishing numerous articles in every major journal in her field, she has contributed chapters to a large number of edited books, including *Advances in Social Psychology, New Directions in Attribution Research,* and *Advances in Environmental Psychology.* In recognition of her research, Dr. Wortman received the American Psychological Association's Distinguished Scientific Award for Early Career Contribution to Psychology.

NOTED ECONOMISTS TO ADDRESS SECTION

Ralph T. Byrns

Ryan Amacher

Friday's Economics Section meeting will feature Ralph T. Byrns, who will speak on "The Future of the U.S. Banking Industry." Dr. Byrns is Professor of Economics at the University of Colorado at Boulder. He received his Ph.D. from Rice University, where he taught in 1971-72. He has authored or coauthored numerous papers, several popular computer software programs, and over a dozen research reports, including *Economics*, published by Harper Collins Publishers. Particularly interested in teaching introductory economic principles, Dr. Byrns's areas of expertise also include monetary and international economics.

"Privatization of the Soviet Economy and the Role of the International Monetary Fund and the Western World" will be Saturday's topic. Led by Ryan Amacher, Dean of the College of Commerce and Industry at Clemson University, the discussion will consider the economic implications of the rapidly-changing face of what was once the Soviet Union. Dr. Amacher received his Ph.D. from the University of Virginia in 1971. In addition to his extensive university experience, he has worked as a consultant to industry and government. He was senior international economist and assistant to the Deputy Assistant Secretary for Research in the U.S. Treasury Department, and is currently on the board of directors of *Business Week.* Dr. Amacher is author, coauthor, or editor of ten books, including *Principles of Micro-Economics* and *Principles of Macro-Economics,* which are in their fourth edition.

READING SECTION PLANS PROGRAMS

Santi Buscemi will address Friday's meeting of the Developmental Reading Section. His presentation, entitled "Launching Voyages of Discovery: Building Self-Confidence in Developing Readers/Writers," argues that one way to build confidence in developing readers and writers is to show that "ordinary" concerns governing their lives share a connection with issues addressed in the works of "famous" writers. Mr. Buscemi teaches reading and writing at Middlesex County College in Edison, New Jersey, where he chairs the Department of English. He is the author of *A Reader for Developing Writers* (McGraw-Hill Book Company), an anthology of prose, poetry, fiction, and student writing that exploits the natural connection between the reading and writing processes. He is also the co-author of two other reading texts.

Santi Buscemi

Saturday, members have an opportunity to hear Janith Stephenson and Marilyn Wolf speak on "Critical Thinking: The Key to Success in Developmental Studies Courses and Beyond." Dr. Stephenson and Ms. Wolf are implementing a Carl Perkins discretionary grant to develop four courses for technical students in developmental studies curriculum. Along with developmental writing and reading, a critical thinking course is offered in tandem with an introductory course in the student's major. By interconnecting reading, writing, and reasoning skills among all four courses, the curriculum is designed to help students be successful in their first year of college.

Dr. Stephenson is an instructor of reading at College of the Mainland; Ms. Wolf is an Assistant Professor of English at Galveston College.Santi Buscemi will address Friday's meeting of the Developmental Reading Section. His presentation, entitled "Launching Voyages of Discovery: Building Self-Confidence in Developing Readers/Writers," argues that one way to build confidence in developing readers and writers is to show that "ordinary" concerns governing their lives share a connection with issues addressed in the works of "famous" writers. Mr. Buscemi teaches reading and writing at Middlesex County College in Edison, New Jersey, where he chairs the Department of English. He is the author of *A Reader for Developing Writers* (McGraw-Hill Book Company), an anthology of prose, poetry, fiction, and student writing that exploits the natural connection between the reading and writing processes. He is also the co-author of two other reading texts.

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Dr. Stephenson is an instructor of reading at College of the Mainland; Ms. Wolf is an Assistant Professor of English at Galveston College.

"ETHICAL DILEMMAS" IS SECTION TOPIC

Lois Jean Moore

Elizabeth Anderson

Friday's section meeting of Health Occupations will feature Lois Jean Moore, who will discuss "Community Ethical Dilemmas." Ms. Moore is president and chief executive officer of the Harris County Hospital District. She oversees and administers the District's three hospitals and Community Health Program's ten clinics. She is responsible for the budget of $266 million and the efficient operation of one of Harris County's largest employers with approximately 4,000 employees.

Elizabeth T. Anderson will address the issue "Teaching About Family Violence" on Saturday. Dr. Anderson is chairperson of the Department of Community Health and Gerontology at The University of Texas Medical Branch in Galveston. She received her Bachelor of Science degree in nursing from the University of Miami, her Master's degree from Texas Woman's University, and her Ph.D. from The University of Texas School of Public Health. Among her publications are *Report of Consensus Conference on the Essentials of Public Health Nursing Practice and Education*, (American Public Health Association, 1985) and *Community-as-Client: Application of the Nursing Process* (J.B. Lippincott, 1988).

"WHAT SHOULD WE TEACH?" IS TOPIC FOR ENGLISH SECTION

The Friday morning English Section meeting will feature Stephen R. Reid, Professor of English at Colorado State University. As the trainer of new college composition teachers in his university, Dr. Reid works closely with the challenge of teaching writing. He is the author of *The Prentice Hall Guide for College Writers* (1991) and *Purpose and Process: A Reader for Writers* (1991). He will address the English Section on the topic "Critical Thinking and Reading in the Writing Process."

The English Section meetings will be held in Arboretum V (Second Level) in the Hyatt Regency hotel.

Friday afternoon, TJCTA members are invited to attend a poetry reading and tea session in the Redbud Room, from 4:15 until 5:45 p.m. Nancy Jones, of North Lake College, will present her sabbatical project, a book of poetry written by faculty members in the Dallas County Community College District, who will be reading their poems.

Paul Lauter

Paul Lauter, Professor of English at Trinity College in Connecticut and editor of the *Heath Anthology of American Literature*, will speak on Saturday. His announced topic is "The Literary Canon: What Should We Teach? What Should They Learn?" Dr. Lauter has been actively engaged in the Modern Language Association discussion of re-examining the "literary canon" to balance the curriculum with respect to gender and race. At the 1990 MLA convention, he received the annual MELUS (Multi-Ethnic Literatures of the United States) award for his contributions to the study of ethnic and minority cultures.

Chairperson of the English Section this year is Joyce Powell, North Lake College.

AGING SERVICES TOPICS ANNOUNCED

TJCTA members attending meetings of the Aging Services and Education Section will hear Charles R. Flint and Mary May speak on Friday. Their topic, "Articulation with Senior Institutions: A Model," will focus on a transfer degree programs between San Jacinto College and the University of Houston at Clear Lake. The program was established to allow students to pursue a baccalaureate degree in Health Care Administration. Mr. Flint and Ms. May will discuss how such an articulation was accomplished.

Mr. Flint earned his Bachelor's degree in Business Administration from East Texas State University, and his Master of Education from Sam Houston State University. He is currently Chairperson of the Management Development Department at San Jacinto College–Central Campus.

Ms. May is the Division Chairperson for Business Administration at San Jacinto College–Central Campus. She earned a Bachelor of Science degree from the University of Houston, the Master of Education from Stephen F. Austin State University, and is currently pursuing an Ed.D. from Baylor University.

Saturday, the meeting will feature a presentation and discussion about effective continuing education programs. Cal Lewis, program director for the Heart of Texas Retired Senior Volunteer Program, will share his experience on the relationship between RSVP and its sponsor, McLennan Community College.

This will be followed by a panel discussion, focusing on continuing education offerings for senior adults and those who work with the elderly. The panel will be composed of continuing education professionals from both the senior and community junior college levels.

DEAN TO ADDRESS BUSINESS SECTION

John M. Ivancevich

Stephen J. Skinner

"Internationalization in Higher Education: The Time is Now!" will be the topic for Friday's meeting of the Business Administration Section. Dean of the College of Business Administration at the University of Houston since 1988, John M. Ivancevich will speak to the group on the need for educators to strengthen ties with the business and professional communities and internationalize college programs. An internationally recognized writer and teacher, Dr. Ivancevich's textbooks have been adopted by hundreds of institutions across the United States. Dr. Ivancevich received his doctorate from the University of Maryland and taught at the University of Kentucky before coming to the University of Houston.

On Saturday, Stephen J. Skinner will speak. His topic will be "Are We Satisfying Our Customers?" Dr. Skinner is the Rosenthal Professor of Marketing in the College of Business and Economics at the University of Kentucky. A widely published author, Dr. Skinner's works include *Marketing*, a college textbook published by Houghton Mifflin Company, and numerous research articles in trade journals.

EXHIBITS IMPORTANT PART OF CONVENTION

Between 110 and 120 exhibit booths will be reserved by opening day of this year's TJCTA convention in Houston. Every major textbook publisher in the U.S. will be represented at this year's convention. Several insurance companies have reserved space, and a few universities will also be represented.

The Hyatt Regency's Market Place Exhibit Hall will be the busiest place of the convention, as members visit the booths, meet the representatives, and view the displays.

The exhibit hall is located in the hotel's lower level and is accessible from the main lobby by means of an elevator or stairway. Exhibits will be open Friday, Feb. 28, from 8:00 a.m. to 5:00 p.m., and Saturday, Feb. 29, from 8:00 to 11:30 a.m.

Convention badges will be required for admission to the exhibit hall. Security personnel will be on hand to deny entry to anyone without a badge.

Members are urged to visit the exhibits during the time they are not attending other convention activities.

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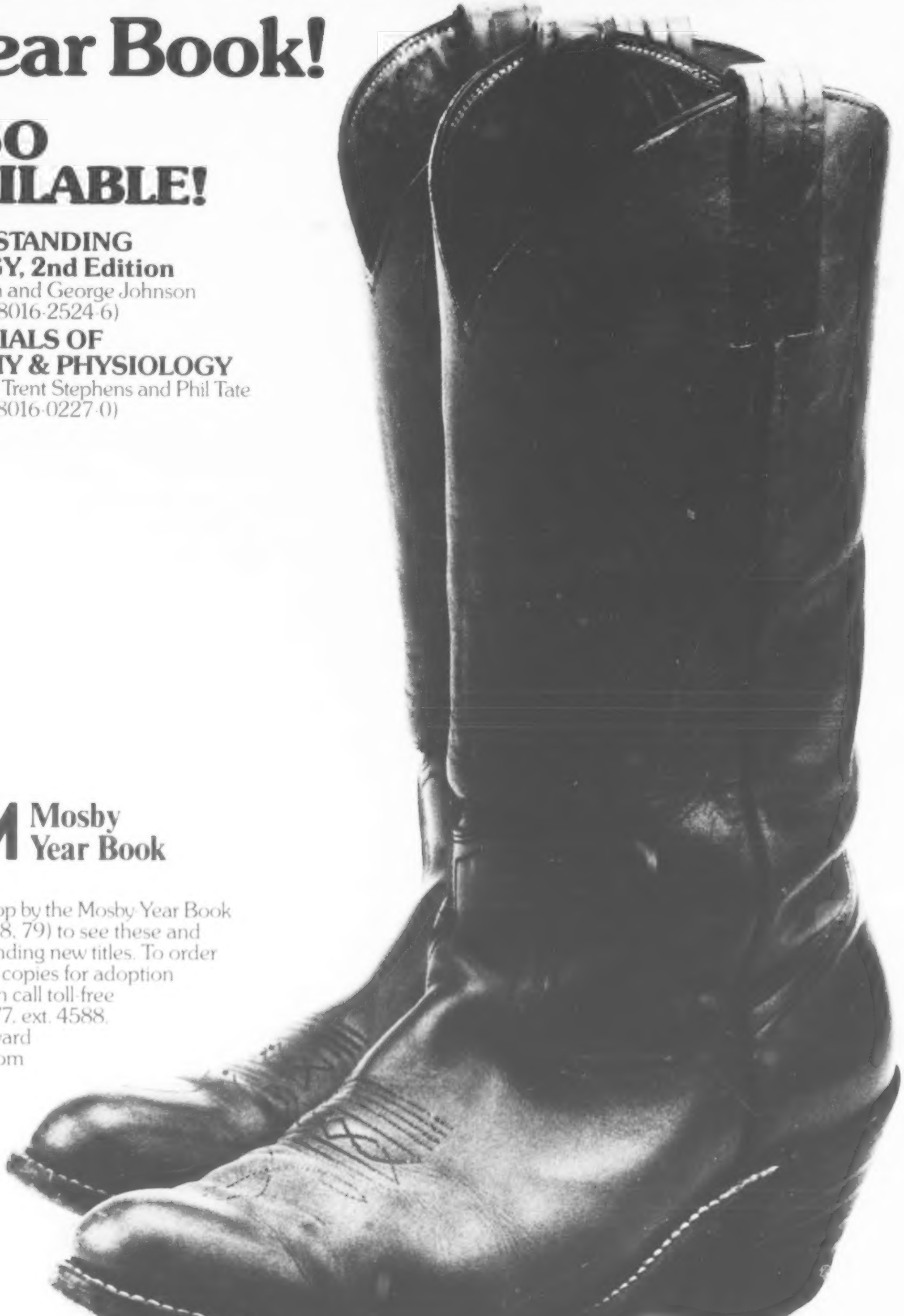

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Convention Theme:

"Education: Caught in the Crossfire"

Convention-At-A-Glance

THURSDAY—FEBRUARY 27, 1992

8:00 a.m.-5:00 p.m.	Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	Convention Registration—Imperial Ballroom Foyer (Third Level)
1:00-4:00 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00-5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons—Holly (Fourth Level)
6:30-7:30 p.m.	Informal Reception—Imperial Ballroom-West (Third Level)
7:30 p.m.	BANQUET AND FIRST GENERAL SESSION—Imperial Ballroom (Third Level)

FRIDAY—FEBRUARY 28, 1992

7:30-8:45 a.m.	Financial Planning Seminar—Magnolia (Third Level) (repeated at 12:30 p.m.)
7:30-8:45 a.m.	Professional Development Seminar—Regency Room (Second Level) (repeated at 12:30 p.m.)
8:00 a.m.-5:00 p.m.	Convention Registration—Imperial Ballroom Foyer
8:00 a.m.-5:00 p.m.	Exhibits Open—Market Place Exhibit Hall (Lower Level)
8:00 a.m.-5:00 p.m.	Polls Open (Election of Officers)—Imperial Ballroom Foyer (Third Level)
9:00-10:30 a.m.	Section Meetings for Some Sections
10:45 a.m.-12:15 p.m.	Section Meetings for Remaining Sections
12:30-1:45 p.m.	Financial Planning Seminar—Magnolia (Third Level) (repeat of 7:30 a.m. presentation)
12:30-1:45 p.m.	Professional Development Seminar—Regency Room (Second Level) (repeat of 7:30 a.m. presentation)
12:30-1:45 p.m.	Wellness Program Networking—Cottonwood-A (Third Level)
2:00-4:00 p.m.	SECOND GENERAL SESSION—Imperial Ballroom (Third Level)
4:15-5:45 p.m.	Insurance Seminar—Magnolia (Third Level)
9:00 p.m.-1:00 a.m.	Dance for TJCTA Members and Invited Guests—Imperial Ballroom (Third Level) *(Admission by convention badge only)*

SATURDAY, FEBRUARY 29, 1992

8:00-11:30 a.m.	Convention Registration—Imperial Ballroom Foyer (Third Level)
8:00-11:30 a.m.	Exhibits Open—Market Place Exhibit Hall (Lower Level)
9:00-10:15 a.m.	Section Meetings for Some Sections
10:30-11:45 a.m.	Section Meetings for Remaining Sections
11:45 a.m.	Adjournment
12:00 Noon-3:00 p.m.	Special Meetings (to be announced)

TJCTA COMMITTEE MEETINGS
Thursday, February 27, 1992
Hyatt Regency Hotel

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee	1:00-3:00 p.m.—Raintree
Legislative Committee	1:00-3:00 p.m.—Sandalwood-A
Membership Services Committee	1:00-3:00 p.m.—Cedar
Editorial Review Board	1:00-3:00 p.m.—Sandalwood-B
Ad Hoc Committee on Constitutional Revision	1:00-3:00 p.m.—Holly
Auditing Committee	2:00-3:00 p.m.—Ponderosa
Resolutions Committee	3:00-4:00 p.m.—Cedar
Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons	4:00-5:00 p.m.—Holly
Ad Hoc Election Committee	9:00-10:00 p.m.—Cypress

SPECIAL MEETINGS

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, Feb. 27, 8:00 a.m.-2:00 p.m.—Arboretum I (Second Level)—Chairperson: Larry C. Key, Director of Federal Projects, Division of Community and Technical Colleges, Texas Higher Education Coordinating Board

Business/Computer Information Processing/Office Occupations Division Directors and Chairpersons—Thursday, Feb. 27, 8:30 a.m.-2:00 p.m.—Magnolia (Third Level)—Janis A. Hutchins, Lamar University-Port Arthur, Chairperson

Communications Advisory Committee, Texas Higher Education Coordinating Board—Luncheon Meeting—Thursday, Feb. 27, 12:00 Noon-2:00 p.m.—Ponderosa (Fourth Level)—Marvin R. Felder, Temple Junior College, Chairperson

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 27, 2:00-4:00 p.m.—Live Oak (Fourth Level)—Paul D. Bowers, Grayson County College, President

TEX-SIS Follow-up System Steering Committee—Thursday, Feb. 27, 2:00-5:00 p.m.—Willow (Fourth Level)—Jim F. Reed, Project Director

Wellness Programs in Texas Two-Year Colleges—Friday, Feb. 28, 12:30-1:45 p.m.—Cottonwood-A (Third Level)—"Take This Job and Love It: Developing Healthy Institutions and Supportive Organizational Cultures,"—Deborah A. Youngblood, Wellness Coordinator, San Jacinto College-Central Campus

Environmental Science in Texas Two-Year Colleges (Discussion Group)—Friday, Feb. 28, 12:30-1:45 p.m.—Cypress (Third Level)—Verne Lehmberg, Lee College, Chairperson

Texas Association of Postsecondary Occupational Education Administrators (TAPSOEA)—Executive Board—Luncheon Meeting—Friday, Feb. 28, 12:30-1:45 p.m.—Raintree (Fourth Level)—Ronnie L. Glasscock, South Plains College-Lubbock, President

Texas Junior College Retirees Association—Friday, Feb. 28, 12:30-1:45 p.m.—Redbud (Third Level)—"Long-Term Health Insurance for Custodial and Home Care," Peggy Peterson, President, San Antonio Gerontology Enterprises, Inc.; Mitchell Grossman, San Antonio College, President

Texas Mathematical Association of Two-Year Colleges (TexMATYC)—Friday, Feb. 28, 4:15-5:45 p.m.—Dogwood-B (Third Level)—Mike W. Dellens, Austin Community College, President

Insurance Seminar—Friday, Feb. 28, 4:15-5:45 p.m.—Magnolia (Third Level)—"Understanding Changes in the Texas Higher Education Insurance Program," Kathy Lewis, Director, Higher Education Insurance Program, Employees Retirement System

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 28, 4:15-5:45 p.m.—Live Oak (Fourth Level)—Clifford Wood, Grayson County College, State Advisor

Southwest Regional Conference on English in the Two-Year College—Executive Committee—Saturday, Feb. 29, 10:30-11:45 a.m.—Raintree (Fourth Level)—Tahita N. Fulkerson, Tarrant County Junior College-South Campus, President

TEXAS JUNIOR COLLEGE ASSOCIATION

Preconvention Meeting
Thursday—February 27—12:30-4:30 p.m.
Dogwood-B (Third Level), Hyatt Regency Hotel

"So You Want To Be A President"

Presiding	William R. Auvenshine, Hill College, President
"Leadership Styles and Skills"	John H. Anthony, President, Collin County Community College District
"Board Relations"	Jim M. Williams, President, Grayson County College
"Working with the Legislature"	Marvin L. Baker, President, South Plains College
"Pathway to the Presidency"	George B. Vaughan, Director, Center for Community College Education, University of Florida

Annual Luncheon Meeting
Friday—February 28—12:00 Noon-1:45 p.m.
Dogwood-B (Third Level), Hyatt Regency Hotel

"New Tool for Assessing Community College Effectiveness"

Presiding	William R. Auvenshine, Hill College, President
Speakers	George A. Baker, Director, National Institute for Leadership and Development, The University of Texas at Austin Dale F. Campbell, Assistant Commissioner, Division of Community and Technical Colleges, Texas Higher Education Coordinating Board

BEST COPY AVAILABLE

CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1992 convention:

Professional, Associate, Student, and Unaffiliated Members	$ 25
Immediate Family of Registered Members *(provided the guests are not themselves eligible for professional membership)*	No charge
Guests of the Association:	
Program Speakers *(not eligible for professional membership)*	No charge
Representatives of Exhibitors *(not eligible for professional membership)*	No charge
All Others	$ 50

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO PRESENT CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Most sections will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.)

MEETING LOCATIONS ARE *TENTATIVE.* CONSULT OFFICIAL PROGRAM AT REGISTRATION.

ACCOUNTING

Chairperson: BETTY J. BYRAM, Lamar University–Orange

Friday, 10:45 a.m.–12:15 p.m.—Arboretum III (Second Level)

"Teaching the Real World of Accounting," Walter T. Harrison, Jr., KPMG Peat Marwick-Thomas L. Holton Chair in Accounting, Hankamer School of Business, Baylor University

Saturday, 9:00–10:15 a.m.—Arboretum III (Second Level)

"Critical Thinking/Active Learning," Paul D. Kimmel, Assistant Professor of Accounting, University of Wisconsin–Milwaukee

AERONAUTICAL TECHNOLOGY

Chairperson: CHARLES BARTOSEK, Tarrant County Junior College–Northwest Campus

Friday, 9:00–10:30 a.m.—Sandalwood A (Fourth Level)

"The Future of FAR 147," Mr. Les Vipon, Federal Aviation Administration, Washington D.C.

Saturday, 10:30–11:45 a.m.—Sandalwood A (Fourth Level)

"The Future of FAR 147," Mr. Les Vipon, Federal Aviation Administration, Washington D.C.

AGING SERVICES AND EDUCATION

Chairperson: JOE T. ARRINGTON, McLennan Community College

Friday, 10:45 a.m.–12:15 p.m.—Arboretum I (Second Level)

"Articulation with Senior Institutions: A Model," Charles R. Flint, Chairperson, Management Development Department, San Jacinto College–Central Campus, and Mary May, Division Chairperson, Business Administration, San Jacinto College–Central Campus

Saturday, 9:00–10:15 a.m.—Arboretum I (Second Level)

"Community College and Service Provision: The RSVP Connection," Cal Lewis, Program Director, Heart of Texas Retired Senior Volunteer Program

Panel Discussion: "Continuing Education for Senior Adults: Programs That Work."

AGRICULTURE

Chairperson: RONALD BRAEUER, Wharton County Junior College

Friday, 9:00 a.m.–1:30 p.m.

Tour of Terminal Grain Elevators, Port of Houston

Luncheon meeting with Texas Rural Communities

(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m., and return at approximately 1:30 p.m.)

Saturday, 10:30–11:45 a.m.—Sandalwood B (Fourth Level)

"Recruitment, Retention, and Career Counseling of Freshmen Agriculture Students," Dusty R. Johnston, Vice President for Student Services, Howard College

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: IRVING D. PANZER, Houston Community College

Friday, 10:45 a.m.–12:15 p.m.

Tour of Goodman Manufacturing Company, Harold Goodman, President-Owner, Peter H. Alexander, Vice President for Engineering, Tour Conductor

(NOTE: Transportation will depart from the Louisiana Street entrance at 10:45 a.m. and return at 12:15 p.m.)

Saturday, 9:00–10:15 a.m.—Raintree (Fourth Level)

"Using R-22 for Low Temperature Application and Reducing Ozone Destruction," Ken Wilson, District Sales Manager, Copeland Corporation

ART

Chairperson: SANDRA BAKER, Brazosport College

Friday, 9:00 a.m.–1:30 p.m.

Tour of Houston Museum of Fine Arts, Contemporary Art Museum, Glassell School of Art

(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m., and return at approximately 1:30 p.m.)

Saturday, 9:00–10:15 a.m.—Sandalwood B (Fourth Level)

"Art: The Untapped Resource," Matilda Cochran, Docent Program Manager, Houston Museum of Fine Arts

ASSOCIATE DEGREE NURSING

Co-Chairpersons: MIRIAM VILLAGELIU, Alvin Community College and THELMA A. PERCOCO, Lee College

Friday, 10:45 a.m.–12:15 p.m.—Cottonwood A (Third Level)

"Multimedia Computing in Nursing: A National Perspective and Approach," Paula O'Neill, Director, Instructional Resources, The University of Texas M.D. Anderson Cancer Center

Saturday, 9:00–10:15 a.m.—Cottonwood A (Third Level)

"Balancing on a Highwire: Caring for Yourself as You Care for Others," Karlene Kerfoot, Executive Vice President of Patient Care, St. Luke's Episcopal Hospital, Texas Medical Center

AUTOMOTIVE SERVICES

Chairperson: DANIEL N. WICKWARE, Northeast Texas Community College

Friday, 9:00–10:30 a.m.—Dogwood A (Third Level)

"Hypergraphics Classroom: A New Way to Present a Lesson," Bill Caruthers, Vice President of Marketing, Hypergraphics Educational System

Saturday, 10:30–11:45 a.m.—Dogwood A (Third Level)

"Refrigerant (R-12) Recovery and Recycling Certification Seminar," Daniel N. Wickware, Automotive/Computer Instructor, Northeast Texas Community College

(NOTE: Instructors may take certification test at the end of the seminar, at a cost of $15.)

BIOLOGY

Chairperson: ROBERT C. McREYNOLDS, San Jacinto College–Central Campus

Friday, 10:45 a.m.–12:15 p.m.—Arboretum IV (Second Level)

"Searching for the Medicines in the Vanishing Amazon," Robert A. Wallace, Adjunct Professor of Zoology, University of Florida

Saturday, 9:00–10:15 a.m.—Arboretum IV (Second Level)

"Gene Transplantation Technology," Sam Rhine, Human Genetics Lecturer

BUSINESS ADMINISTRATION

Chairperson: M. MARGARET DUNN, Amarillo College

Friday, 9:00–10:30 a.m.—Dogwood B (Third Level)

"Internationalization in Higher Education: The Time Is Now!" Dr. John M. Ivancevich, Dean, College of Business Administration, University of Houston

(NOTE: The Business Administration Section and the Real Estate Section will meet jointly for this presentation.)

Saturday, 10:30–11:45 a.m.—Dogwood B (Third Level)

"Are We Satisfying Our Customers?" Steven J. Skinner, Rosenthal Professor of Marketing, University of Kentucky

CHEMISTRY

Chairperson: JEAN C. WILEYMAN, North Harris College

Friday, 9:00 a.m.–Noon

Tour of Anheuser Busch Brewery

"The Chemistry of Brewing Beer," Bill Von Minden, Head Brewmaster, Anheuser Busch Brewery (Participation is limited to Chemistry faculty.)

(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m., and return at approximately Noon.)

Saturday, 10:30–11:45a.m.—Cedar (Fourth Level)

Roundtable Discussion: "Freshman Laboratories," John Bear, Chairperson, Department of Chemistry, University of Houston

COMPENSATORY / DEVELOPMENTAL EDUCATION

Co-Chairpersons: JANICE L. DRAKE, McLennan Community College and BARBARA BAYERKOHLER, Blinn College

Friday, 10:45 a.m.–12:15 p.m.—Holly (Fourth Level)

"Volunteer to Teach the Most Educational Course on Campus!" Nancy Ray Mitchell, Management Instructor and Internship Coordinator, McLennan Community College

Saturday, 9:00–10:15 a.m.—Holly (Fourth Level)

"Using Simulations and Games in Developmental Classes," Russell Hodges, Instructor of Educational Administration and Psychological Services, Southwest Texas State University, and Carmen E. Wiese, Instructor of Developmental Reading, Southwest Texas Junior College

COMPUTER CENTER DIRECTORS

Chairperson: CHARLES W. (BILL) BANE, McLennan Community College

Friday, 9:00–10:30 a.m.—Ponderosa (Fourth Level)

"Executive Information Systems," Bill Lowery, Education/Business Development Executive, Apple Computer, Inc.

Saturday, 10:30–11:45 a.m.—Ponderosa (Fourth Level)

"State and National Networks: What They Are and How to Use Them," Connie Stout, Program Director, Division of Technology Development, Texas Education Agency

COMPUTER INFORMATION PROCESSING

Chairperson: GIGI N. BEATON, Tyler Junior College

Friday, 10:45 a.m.–12:15 p.m.

Site visit to Johnson Space Center, National Aeronautics and Space Administration

(NOTE: Bus transportation will leave from the Louisiana Street entrance no later than 8:30 a.m., and return at 1:30 p.m.)

Saturday, 8:30–10:15 a.m.—Dogwood A & B (Third Level)
"Networking Your Campus," Randolph P. Johnston, Executive Vice President, Network Management Group, Hutchinson, Kansas
(NOTE: Continental breakfast will be served at 8:30 a.m.)

COSMETOLOGY

Chairperson: PEGGY L. COOK, San Jacinto College–Central Campus
Friday, 10:45 a.m.–12:15 p.m.—Cedar (Fourth Level)
"Hair Extensions," Tom Magliaro, The Hair Weavers, Inc.
"Reflexology," Linda Keller, Manicurist, Certified Reflexologist
Saturday, 9:00–10:15 a.m.—Cedar (Fourth Level)
"Non-Verbal Communication: How It Can Enhance Our Effectiveness in Teaching Students," Jan Hargrave, Instructor, Human Relations, University of Houston

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: CHARLOTTE BULLARD, Grayson College
Friday, 9:00–10:30 a.m.—Cottonwood A & B (Third Level)
"When All Else Fails, Read the Instructions," Dick Ross, Counselor, Associate Professor, Amarillo College
Saturday, 10:30–11:45 a.m.—Cottonwood A (Third Level)
"The Junior College Connection: Counselors as Trainers," Paul Bowers, Director of Guidance, Grayson College, and Pamela Polk, Counselor, Grayson College

COURT REPORTING

Chairperson: JOSEPH R. JACKSON, Alvin Community College
Friday, 9:00–10:30 a.m.
"Video Teleconferencing in the Legal Environment," Barbara Anzilotti, CSR, A & A Court Reporters and Video Specialists, Inc.
(NOTE: Meeting will be held at 1201 Louisiana Street, Suite 3434, directly across the street from Hyatt Regency hotel.)
Saturday, 10:30–11:45 a.m.—Hugo's Library (Second Level)
"Current Trends in Court Reporting," Linda C. Baker, CSR and Jerry Kelley, CSR

CRIMINAL JUSTICE

Chairperson: ALFONSO MENDIOLA, Laredo Junior College
Friday, 10:45 a.m.–12:15 p.m.—Ponderosa (Fourth Level)
"Future Challenges to Criminal Justice Education," Timothy J. Flanagan, Dean of the College of Criminal Justice, Sam Houston State University
Saturday, 9:00–10:15 a.m.—Ponderosa (Fourth Level)
"Police Administration in the '90s," H. A. Contreras, Assistant Chief of Police, City of Houston

DEVELOPMENTAL READING

Chairperson: JOAN C. MAULDIN, San Jacinto College–South Campus
Friday, 9:00–10:30 a.m.—Magnolia (Third Level)
"Launching Voyages of Discovery: Building Self-Confidence in Developing Readers/Writers," Santi Buscemi, Chairperson, Department of English, Middlesex County College, Edison, New Jersey
Saturday, 10:30–11:45 a.m.—Magnolia (Third Level)
"Critical Thinking: The Key to Success in Developmental Studies Courses and Beyond," Janith Stephenson, Instructor of Reading, College of the Mainland, and Marilyn Wolf, Assistant Professor of English, Galveston College

ECONOMICS

Chairperson: ROHINI V. DIVECHA, Ph.D., San Jacinto College–South Campus
Friday, 10:45 a.m.–12:15 p.m.—Redbud (Third Level)
"The Future of the U.S. Banking Industry," Ralph T. Byrns, Adjunct Professor of Economics, University of Colorado at Boulder
Saturday, 9:00–10:15 a.m.—Redbud (Third Level)
"Privatization of the Soviet Economy and the Role of the International Monetary Fund and the Western World," Ryan Amacher, Dean of the College of Commerce and Industry, Clemson University

ELECTRONICS

Chairperson: VICTOR L. SVATEK, San Jacinto College–Central Campus
Friday, 11:30 a.m.–1:30 p.m.—Sandalwood A & B (Fourth Level)
Luncheon Meeting—**prior reservations required**. "Multimedia/Imaging Technology," L. J. Skibbe, Systems Engineer, Systems Integration Group, Compaq Computer Corporation
Friday, 6:00–8:00 p.m.—Hugo's Window Box (Second Level)
Dinner Meeting—**prior reservations required.** "Innovations in Electronic Instruction," Electronics Vendors and Publisher Representatives
Saturday, 8:00–10:00 a.m.—Hugo's Window Box (Second Level)
Breakfast Meeting—**prior reservations required.** "Programmable Logic Controller (PLC): Applications in Process Control," Kenneth Potthoff, Design Engineer, S.I.P. Engineering

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY (COMPUTER AIDED DRAFTING)

Chairperson: DANIEL L. HEMPSMYER, San Jacinto College–North Campus
Friday, 9:00–10:30 a.m.—Arboretum III (Second Level)
"The Latest From AutoDesk and Related Software," Jim Stepter, Vice President, Teaching Systems, Inc.
Saturday, 10:30–11:45 a.m.—Arboretum III (Second Level)
"Demonstration of Matching and Mismatching of Pen Plotters, Pens, and Media," Larry Magers, President, Vector Graphics Supply, Inc.

ENGLISH

Chairperson: JOYCE E. POWELL, North Lake College

Friday, 10:45 a.m.–12:15 p.m.—Arboretum V (Second Level)

"Critical Thinking and Reading in the Writing Process," Stephen R. Reid, Teacher-Trainer, Co-Supervisor for Basic and College Composition, Colorado State University

Saturday, 9:00–10:15 a.m.—Arboretum V (Second Level)

"The Literary Canon: What Should We Teach? What Should They Read?" Paul Lauter, Professor of English, Trinity College

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: MARYLOU B. MORROW, College of the Mainland

Friday, 9:00–10:30 a.m.—Holly (Fourth Level)

"Cross-Cultural Communication," Carol M. Archer, Instructor of Cross-Cultural Communication, University of Houston

Saturday, 10:30–11:45 a.m.—Holly (Fourth Level)

"Story-Telling: The Writing Process," Judy Henderson, Instructor of Intensive English, Houston Community College

FASHION MERCHANDISING

Chairperson: KAY W. KING, Houston Community College

Friday, 9:00–10:30 a.m.

Tour of Specialty Retailers, Inc. Distribution Center, Mark Emmitte, Training Coordinator

(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m. and return at approximately 10:30 a.m.)

Saturday, 10:30–11:45 a.m.—Arboretum II (Second Level)

"The Benefits and Problems of Formal Articulation Agreements," Rella Carpenter, Director of Academic Services, College of Technology, University of Houston and Debbie Todd, Academic Advisor, Human Development and Computer Sciences/Industrial Technology, College of Technology, University of Houston

FOREIGN LANGUAGE

Chairperson: ANA M. HNAT, Houston Community College

Friday, 10:45 a.m.–12:15 p.m.—Live Oak (Fourth Level)

"*Destinos*: An Introductory Telecourse in Spanish," Richard V. Teschner, Professor of Spanish, The University of Texas at El Paso

Saturday, 9:00–10:15 a.m.—Live Oak (Fourth Level)

"Listening Skills," Rolande Leguillon, Professor and Chairperson, Department of French Department, St. Thomas University

GEOLOGY AND GEOGRAPHY

Chairperson: DAVID L. HANSMIRE, College of the Mainland

Friday, 10:45 a.m.–12:15 p.m.—Willow (Fourth Level)

"Land Subsidence and Groundwater Level Changes in the Houston-Galveston Region," Dana Barbie, Hydrologist, United States Geological Survey

Saturday, 7:30 a.m.–2:00 p.m.

Field Trip to observe Ground Subsidence, Faulting, and Environmental Impact of Groundwater Level Changes, Michael Jones, Instructor of Geology, Lee College

(NOTE: Transportation will depart from the Louisiana Street entrance at 7:30 a.m., and will return at approximately 2:00 p.m. Additional information will be posted on TJCTA Message Board.)

GOVERNMENT

Chairperson: NANCY KRAL, North Harris County College–Tomball Campus

Friday, 9:00–10:30 a.m.—Arboretum V (Second Level)

"Myth of the Activist Court," Theodore J. Lowi, Professor of American Institutions, Cornell University

Saturday, 10:30–11:45 a.m.—Arboretum V (Second Level)

"The Political Challenges for the Former Soviet Union in the '90s," Joseph L. Nogee, Professor of Political Science, University of Houston

HEALTH OCCUPATIONS

Chairperson: SALLY JO DURAND, Alvin Community College

Friday, 9:00–10:30 a.m.—Arboretum IV (Second Level)

"Community Ethical Dilemmas," Lois Jean Moore, President and Chief Executive Officer, Harris County Hospital District

Saturday, 10:30–11:45 a.m.—Arboretum IV (Second Level)

"Teaching About Family Violence," Elizabeth T. Anderson, Professor and Chairperson, Department of Community Health and Gerontology, The University of Texas Medical Branch, Galveston

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chairperson: PETER E. JONES, Tyler Junior College

Friday, 9:00–10:30 a.m.—Willow (Fourth Level)

"Texas Soccer," Peter E. Jones, Instructor of History and Soccer Coach, Tyler Junior College

Saturday, 10:30–11:45 a.m.—Willow (Fourth Level)

"The Impact of a Required Physical Education Course, Physical Fitness and Health Concepts, on Students' Health Locus of Control," Lou Ann Kuck, Instructor of Dental Hygiene, Tyler Junior College and Roland J. Schick, Director of Health and Kinesiology, Tyler Junior College

HISTORY

Chairperson: REX L. FIELD, Palo Alto College

Friday, 10:45 a.m.–12:15 p.m.—Magnolia (Third Level)

"One of Many: Cultural Pluralism in an Introductory History Course," David Shi, Frontis Johnston Professor of History, Davidson College

Saturday, 9:00–10:15 a.m.—Magnolia (Third Level)
"The Humanities: An Interdisciplinary Approach to History," Karen D. Marcotte, History Instructor and Chairperson, Department of Social Sciences, Palo Alto College

HORTICULTURE

Chairperson: W. K. (SAM) HURLEY, Trinity Valley Community College

Friday, 10:45 a.m.–12:15 p.m.—Ebony (Fourth Level)
"Educational and Commercial Aspects of Plant Tissue Culture," Louise Casey-Clukey, Consultant, Tissue Culture Specialist

Saturday, 9:00–10:15 a.m.—Ebony (Fourth Level)
"Organic Farming and Gardening," Fred Billings, Jr., President, Heritage Organic Farms and Fred Hanson, Founder, Heritage Organic Farms

JOURNALISM

Chairperson: LARRY C. THOMPSON, Northeast Texas Community College

Friday, 9:00–10:30 a.m.—Raintree (Fourth Level)
"Layout By Design," Ben Hobbs, Associate Professor of Communication, Stephen F. Austin State University

LEARNING RESOURCES

Chairperson: KENNETH ROACH, Lee College

Friday, 9:00–10:30 a.m.—Redbud (Third Level)
"The Texas Higher Education Coordinating Board and the LRC," Ann Lopez, Director of Instructional Services, Community and Technical Colleges Division, Texas Higher Education Coordinating Board

Saturday, 10:30–11:45 a.m.—Redbud (Third Level)
"Building Communities in a Diverse Society," Charles Green, Chancellor, Houston Community College System

LEGAL ASSISTANT

Chairperson: JOAN JONES, Tyler Junior College

Friday, 9:00–10:30 a.m.—Cypress (Third Level)
"The Educator and Law Office Management," Glenda Cox, Administrator, Ramey, Flock, Jeffus, Crawford, and Harper, Attorneys at Law, Tyler

Saturday, 10:30–11:45 a.m.—Cypress (Third Level)
"Advanced Degree Opportunities for Legal Assistant Students," Joan Jones, Program Director, Legal Assistant Program, Tyler Junior College

MATHEMATICS

Chairperson: NANCY C. LONG, Trinity Valley Community College

Friday, 10:45 a.m.–12:15 p.m.—Imperial Ballroom, East (Third Level)
A Panel Discussion: "Articulation," Garrett Etgen, Chairperson, Department of Mathematics, University of Houston; Michael Mezzino, Chairperson, Department of Mathematics, University of Houston–Clear Lake Campus; Gerald Skidmore, Chairperson, Department of Mathematics, Alvin Community College; Sharon Sledge, Chairperson, Department of Mathematics, San Jacinto Community College; Arthur Hobbs, Associate Professor of Mathematics, Texas A & M University; Patricia M. Stone, Instructor of Mathematics, Tomball College

Saturday, 9:00–10:15 a.m.—Imperial Ballroom, East (Third Level)
"Writing as a Vehicle to Promote Sense-Making in Mathematics," Arthur B. Powell, Chairperson, Department of Academic Foundations and Associate Professor of Mathematics, State University of New Jersey–Rutgers, and Mahendra Rahnauth, Student Assistant

MUSIC

Chairperson: DORIS D. BURBANK, Alvin Community College

Friday, 9:00–10:30 a.m.—Arboretum II (Second Level)
Panel Discussion: "Music Educators Caught in the Crossfire"

OFFICE TECHNOLOGY

Chairperson: JANIS A. HUTCHINS, Lamar University–Port Arthur

Friday, 10:45 a.m.–12:15 p.m.—Mesquite (Third Level)
"The Impact of Technology on Education," Mary M. Ruprecht, President, Mary M. Ruprecht & Associates, Inc., Management and Office Automation Consultants

Saturday, 9:00–10:15 a.m.—Mesquite (Third Level)
"The Importance of Non-Verbal Communication," Jan Hargrave, Instructor of Human Relations, University of Houston

PHILOSOPHY

Chairperson: BERNARD J. MAHONEY, Houston Community College

Friday, 9:00–10:30 a.m.—Mesquite (Third Level)
"Applied Ethics I: The Human Genome Project—The Morality of Human Genetic Engineering," Olin H. Joynton, Instructor of Philosophy, North Harris College

Saturday, 10:30–11:45 a.m.—Mesquite (Third Level)
"Applied Ethics II: Some Philosophical Insights—Sexual Harassment and Human Rights," Carol Gardosek, Adjunct Instructor, Houston Community College

PHYSICS AND ENGINEERING

Chairperson: ALEX KAJSTURA, Northeast Texas Community College

Friday, 10:45 a.m.–12:15 p.m.—Dogwood A (Third Level)
"Recent Results From Physics Education Research," Thomas L. O'Kuma, Physics Instructor, Lee College

Saturday, 9:00–10:15 a.m.—Arboretum II (Second Level)
"Recent Trends in Teaching Introductory Physics," Raymond A. Serway, Professor of Physics, James Madison University

PSYCHOLOGY

Chairperson: RICHARD E. MILLER, Navarro College

Friday, 9:00–10:30 a.m.—Regency Room (Second Level)

"High-Impact, Low-Technology Techniques in Large Sections of Introductory Psychology," Lester A. Lefton, Chairperson, Department of Psychology, University of South Carolina

Friday, 10:45 a.m.–12:15 p.m.—Regency Room (Second Level)

"The Personal and Social Dynamics of Time Perspective," Philip G. Zimbardo, Professor of Psychology, Stanford University

(NOTE: The Psychology Section and Sociology and Anthropology Section will meet jointly for this presentation.)

Saturday, 9:00–10:15 a.m.—Regency Room (Second Level)

"Teaching About Life's Traumas: Psychological Perspectives For Good Health," Camille B. Wortman, Professor of Psychology, State University of New York

RADIO/TELEVISION AND MEDIA

Chairperson: JERRY V. ZUMWALT, Navarro College

Friday, 10:45 a.m.–12:15 p.m.

Field Trip to Industrial Audio/Video, Inc., with hands-on demonstration workshops with various video format equipment

(NOTE: Transportation will depart from the Louisiana Street entrance at 10:45 a.m., and return at 12:15 p.m.)

Saturday, 9:00–10:15 a.m.—Hugo's Library (Second Level)

"Surefire Techniques to Teach Dramatic Scriptwriting!" Theresa McKinley, Freelance Scriptwriter and Writing Instructor, Texas Christian University, Navarro College, and Oral Roberts University

REAL ESTATE

Chairperson: CHERYL E. NANCE, Amarillo College

Friday, 9:00–10:30 a.m.—Dogwood B (Third Level)

"Internationalization in Higher Education: The Time Is Now!" John M. Ivancevich, Dean, College of Business Administration, University of Houston

(NOTE: The Real Estate Section and the Business Administration Section will meet jointly for this presentation.)

Saturday, 10:30–11:45 a.m.—Live Oak (Fourth Level)

"Texas Real Estate Commission Updates," Rebecca Osborne, Director of Mandatory Continuing Education, Texas Real Estate Commission

REGISTRARS

Chairperson: DAVID L. PETRASH, Grayson County College

Friday, 10:45 a.m.–12:15 p.m.—Raintree (Fourth Level)

"Off-Campus Registration: P.C. and Cooperative Computing Solutions," Albert Barnes, Director of Admissions and Records, Wharton County Junior College, and Donald Cotton, Director of Computer Services, Blinn College

Saturday, 9:00–10:15 a.m.—Sandalwood A (Fourth Level)

"The Audit Crossfire," Dick F. Dinan, Supervising Auditor, Performance Audit Division, State Auditor's Office

SOCIOLOGY AND ANTHROPOLOGY

Chairperson: WILLIAM M. (BILL) GILKER, Hill College–Cleburne Center

Friday, 10:45 a.m.–12:15 p.m.—Regency Room (Second Level)

"The Personal and Social Dynamics of Time Perspective," Philip G. Zimbardo, Professor of Psychology, Stanford University

(NOTE: The Sociology and Anthropology Section and the Psychology Section will meet jointly for this presentation.)

Saturday, 10:30–11:45 a.m.—Ebony (Fourth Level)

"Teaching Strategies for Futuristic Sociology," Peter Bishop, Director of Futuristic Studies Program, Department of Sociology, University of Houston–Clear Lake

SPEECH AND DRAMA

Chairperson: JENNIFER HANLON, Brazosport College

Friday, 8:30–10:30 a.m.—Arboretum I (Second Level)

8:30–9:00 a.m.—Pastries, Coffee, and Juice Served

9:00–10:30 a.m.

"Teaching Public Speaking: Philosophy, Methodology, and Applications," Stephen E. Lucas, Professor of Communications at University of Wisconsin–Madison

Saturday, 10:30–11:45 a.m.—Arboretum I (Second Level)

"Censorship in the Arts," Andrew Edmundson, Press and Publicity Manager, Alley Theatre

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)

President: LINDLE D. GRIGSBY, Brookhaven College

Program Chairperson: MICHAEL G. CADY, College of the Mainland

Friday, 9:00–10:30 a.m.—Pecan (Fourth Level)

"The College and the Courts: An Update," Richard Strahan, Professor of Administration and Supervision, University of Houston

Saturday, 10:30–11:45 a.m.—Pecan (Fourth Level)

TACEC/JC Executive Board Meeting and Subcommittee Meetings

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

President: BILL R. HUGHES, Texarkana Community College

Program Chairperson: JERRY BARTON, South Plains College

Friday, 10:45 a.m.–12:15 p.m.—Pecan (Fourth Level)

"Sexual Harassment—Employees and Students: How Fit Is Your College?" Kelly Frels and Lisa A. Brown, Bracewell & Patterson, Attorneys at Law

Saturday, 9:00–10:15 a.m.—Pecan (Fourth Level)

"Potpourri: Questions and Answers"

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: LINDA TIMMERMANN, Navarro College
President-Elect: JOHN C. RAY, Brazosport College

Thursday, 4:00–5:30 p.m.—Ebony (Fourth Level)
TAJCCIA Executive Committee Meeting

Friday, 8:30 a.m.–Noon—Imperial Ballroom, West (Third Level)
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30–9:00 a.m.—Registration
9:00–10:15 a.m.—"Overview of Assessment, Accountability, and Quality Management," Peter T. Ewell, Senior Associate, National Center for Higher Education Management Systems
10:45 a.m.–Noon—"Practical Examples of Implementation of Academic Assessment in Community Colleges," Peter T. Ewell, Senior Associate, National Center for Higher Education Management Systems

Saturday, 8:30–Noon—Imperial Ballroom, West (Third Level)
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30–9:00 a.m.—Registration
9:00–10:00 a.m.—"Social Class: The Difference that Makes a Difference When Working With Students at Academic Risk," William Moore, Jr., Professor of Educational Administration, The University of Texas at Austin
10:30–11:30 a.m.—TAJCCIA—Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: RONNIE L. GLASSCOCK, South Plains College–Lubbock
Program Chairperson: DON PERRY, Mountain View College

Friday, 8:30–Noon—Imperial Ballroom, West
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30–9:00 a.m.—Registration
9:00–10:15 a.m.—"Overview of Assessment, Accountability, and Quality Management," Peter T. Ewell, Senior Associate, National Center for Higher Education Management Systems
10:45–Noon—"Practical Examples of Implementation of Academic Assessment in Community Colleges," Peter T. Ewell, Senior Associate, National Center for Higher Education Management Systems

Saturday, 8:30–10:00 a.m.—Imperial Ballroom, West
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30-9:00 a.m.—Registration
9:00–10:00 a.m.—"Social Class: The Difference That Makes a Difference When Working With Students at Academic Risk," William Moore, Jr., Professor of Educational Administration, The University of Texas at Austin

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCCDEA)

Chairperson: BERTA ZAVALA, Laredo Junior College

Friday, 10:45 a.m.–12:15 p.m.—Cottonwood B (Third Level)
Panel Discussion: "Including Children with Special Needs in Child Care," Jeanette Bradley, Manager, Family Child Care Support and Services, Initiatives for Children

Saturday, 9:00–10:15 a.m.—Cottonwood B (Third Level)
"The 2 + 2 Program in the Child Development Area," Judith Hetherly, Director of Home Economics, Texas Education Agency

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

Chairperson: RUSSELL KUNZ, Collin County Community College–Spring Creek

Thursday, 9:30–11:00 a.m.
Tour of the American Productivity and Quality Center, 123 North Post Oak Lane, Anne Marsden, Director of Membership
11:30 a.m.–1:30 p.m.—Steak and Ale Restaurant, 10554 Southwest Freeway
"Internationalization in Higher Education: The Time is Now!" John M. Ivancevich, Dean, College of Business Administration, University of Houston
2:15–3:30 p.m.—Mesquite (Third Level)
"Maintaining Vitality of Cooperative Work Experience," Marsi Liddell, Coordinator, Cooperative Work Experience, Houston Community College

Friday, 10:45 a.m.–12:15 p.m.—Arboretum II (Second Level)
"Generating Student Involvement: A Forum for Discussion," William M. Pride, Professor of Marketing, Texas A & M University

Saturday, 9:00–10:15 a.m.—Willow (Fourth Level)
Business Meeting, Discussion with Robert Day, Higher Education Coordinating Board
TJCMEA Business Meeting

VOCATIONAL-TECHNICAL EDUCATION

Chairperson: RICHARD M. JONES, Brazosport College

Friday, 10:45 a.m.–12:15 p.m.—Cypress Room (Third Level)
Panel Discussion: "The Community College—Training for Industry"

Saturday, 9:00–10:15 a.m.—Cypress Room (Third Level)
Panel Discussion: "The Community College—Training for Industry"

WELDING

Chairperson: JAMES OWENS, Houston Community College

Friday, 9:00–10:30 a.m.
Tour of Hughes Tool Company
(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m. and return at approximately 10:30 a.m.)

Saturday, 10:30–11:45 a.m.—Cottonwood B (Third Level)
"Solid Wire, Corewire, and Gases for Welding," Larry Smith, Welding Engineer, Big Three Industries

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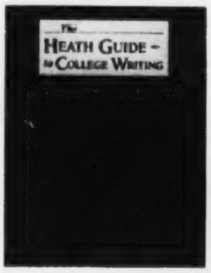
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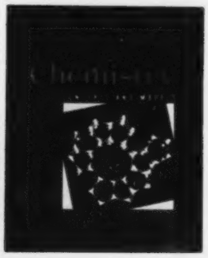

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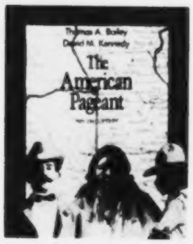
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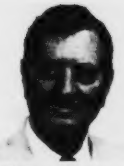
Richard Strahan

Kelly Freis

Judith Hetherly

ACCOUNTING

Walter T. Harrison, Jr., will address the Accounting Section Friday morning, at 10:45 a.m. His topic will be "Teaching the Real World of Accounting." Professor Harrison, whose presentation is sponsored by Prentice Hall, Inc., holds the KPMG Peat Marwick-Thomas L. Holton Chair in Accounting at the Hankamer School of Business at Baylor University.

Saturday, John Wiley & Sons, Inc., is sponsoring a presentation by Paul D. Kimmel, Professor of Accounting at the University of Wisconsin–Madison. Professor Kimmel will speak on "Critical Thinking/Active Learning."

CHILD DEVELOPMENT EDUCATORS

Friday, the Texas Community College Child Development Educators Association members will hear in a panel discussion on "Including Children with Special Needs in Child Care." The panel will be moderated by Jeanette Bradley, manager of Family Child Care Support and Services, Initiatives for Children.

Saturday, the group will hear a program led by Judith Hetherly, director of home economics at the Texas Education Agency. Her program will consider "The 2+2 Program in the Child Development Area."

COMPUTER INFORMATION PROCESSING

Members participating in the Computer Information Processing section will participate in a field trip Friday to view the computer science facility at the Lyndon B. Johnson Space Center. The tour will not cover the usual tourist route, but will include special sessions with Artificial Intelligence, Hardware, and Software personnel.

Saturday, the group will hear Randolph P. Johnston speak on "Networking Your Campus." Mr. Johnston is Executive Vice President for Network Management Group in Hutchinson, Kansas. The firm specializes in local area networks and computer consulting. He received his Bachelor of Science degree from Kansas State University and his Master of Arts in computer science from Wichita State University.

CONTINUING EDUCATION

The Texas Administrators of Continuing Education for Community Junior Colleges will have their annual meeting Friday and Saturday. The featured speaker at Friday's meeting will be Richard Strahan, Professor of Administration and Supervision at the University of Houston. His topic will be "The College and the Courts: An Update."

COSMETOLOGY

Tom Magliaro will lead a seminar on hair extensions Friday for the Cosmetology Section meeting. Mr. Magliaro is owner of The Hair Weavers, Inc.

Linda Keller, a manicurist and certified reflexologist, will then demonstrate reflexology techniques.

Saturday, Jan Hargrave, instructor of human relations at the University of Houston, will speak to the group about "Non-Verbal Communication: How It Can Enhance Our Effectiveness in Teaching Students."

COURT REPORTING

The Court Reporting Section will meet Friday at 1201 Louisiana Street, (directly across the street from the Hyatt Regency hotel). There, Barbara Anzilotti will discuss "Video Teleconferencing in the Legal Environment." Ms. Anzilotti graduated from McMahon College of Court Reporting.

"Current Trends in Court Reporting" will be the topic of Saturday's meeting, which will feature Linda C. Baker and Jerry Kelley. Ms. Baker majored in pharmacy at Odessa College, and received her degree in professional court reporting from McMahon College. She is presently a freelance court reporter in Houston.

Mr. Kelley has 28 years of experience as a federal, state, and freelance court reporter, and is currently a freelance court reporter in San Antonio, Austin, and Houston.

CRIMINAL JUSTICE

Timothy J. Flanagan, Dean of the College of Criminal Justice at Sam Houston State University, will speak Friday on "Future Challenges to Criminal Justice Education." Dr. Flanagan earned his Ph.D. from the School of Criminal Justice of the University of Albany, State University of New York, and now teaches courses in criminal justice administration, public policy in criminal justice, correctional processes, and research methods.

Saturday's speaker will be H. A. Contreras, Assistant Chief of Police for the Houston Police Department. His topic will be "Police Administration in the '90s." He holds a Bachelor of Arts degree in public administration and is currently pursuing a Master's degree in business administration.

FASHION MERCHANDISING

TJCTA members attending Friday's Fashion Merchandising Section meeting will participate in a tour of Specialty Retailers, Inc. Distribution Center. Specialty Retailers, Inc., is the parent company of Palais Royal and Beall's Department Stores. Mark Emmitte, training coordinator for Specialty Retailers, will lead the tour.

Rella Carpenter and Debbie Todd will speak to the group Saturday on "The Benefits and Problems of Formal Articulation Agreements." Ms. Carpenter is the director of Academic Services for the College of Technology at the University of Houston. Ms. Todd is an academic advisor in the College of Technology at the University of Houston.

INSTRUCTIONAL ADMINISTRATORS

The Texas Association of Junior and Community College Instructional Administrators will meet on Thursday, Friday, and Saturday for their annual meeting. The featured speaker for Friday will be Peter T. Ewell, Senior Associate of the National Center for Higher Education Management Systems, a research and development center founded to improve the management effectiveness of colleges and universities. Dr. Ewell's work focuses on assessing institutional effectiveness and outcomes of colleges in both a research and consulting capacity. He has consulted with over 100 colleges and universities and 15 state systems of higher education.

In addition to numerous articles, Dr. Ewell is the author of five books generally regarded as instrumental in the development of several campus-based assessment programs. Dr. Ewell graduated from Haverford College, and received his Ph.D. from Yale University in 1976.

William Moore, Jr., will speak on Saturday about "Social Class: The Difference that Makes a Difference When Working with Students at Academic Risk." Dr. Moore received his Ph.D. from St. Louis University in 1964, and is now Professor of Educational Administration at Ohio State University.

JOURNALISM

Ben F. Hobbs, Associate Professor of Communication at Stephen F. Austin State University, will be the principal speaker for Friday's Journalism Section meeting. He will offer a presentation entitled "Layout By Design."

LEGAL ASSISTANT

"The Educator and Law Office Management" will be the topic for Friday's section meeting of Legal Assistants. Glenda Cox, administrator for the law firm Ramey, Flock, Jeffus, Crawford and Harper, of Tyler, will be the speaker.

Saturday, participants will hear Joan Jones, director of the Legal Assistant Program at Tyler Junior College lead a discussion on "Advanced Degree Opportunities for Legal Assistant Students."

OFFICE TECHNOLOGY

Friday's Office Technology Section meeting will feature Mary M. Ruprecht, President of Mary M. Ruprecht and Associates, a management and office automation consulting firm. She will speak to the group about "The Impact of Technology on Education." This session is sponsored by South-Western Publishing Co.

On Saturday, Jan Hargrave, vocational coordinator at Spring High School in Houston and instructor of human relations at the University of Houston, will discuss "The Importance of Non-Verbal Communication."

RADIO, TELEVISION, AND MEDIA

TJCTA members who attend in the Radio, Television, and Media Section will participate in a tour of the facilities at Industrial Audio/Video, Inc. The tour of the studios will include hands-on demonstration workshops with various video format equipment.

Theresa McKinley is the featured speaker Saturday. A freelance scriptwriter and writing instructor at Texas Christian University and Navarro College, she will demonstrate "Surefire Techniques to Teach Dramatic Scriptwriting!"

REAL ESTATE

"Internationalization in Higher Education: The Time is Now!" will be the topic for Friday's meeting of the Business Administration Section. Dean of the College of Business Administration at the University of Houston since 1988, John M. Ivancevich will speak to the group of the need for educators to strengthen ties with the business and professional communities and internationalize college programs. An internationally recognized writer and teacher, Dr. Ivancevich's textbooks have been adopted by hundreds of institutions across the United States. Dr. Ivancevich received his doctorate from the University of Maryland, and taught at the University of Kentucky before coming to the University of Houston.

Rebecca Osborne will present the program for Saturday. As the instructional service consultant for the Texas Real Estate Commission, she is familiar with all aspects of real estate education in Texas.

SPEECH AND DRAMA

Pulitzer Prize nominee Stephen E. Lucas will be the featured speaker at Friday's Speech and Drama Section meeting. Professor Lucas teaches public speaking, rhetorical criticism, and American public address at the University of Wisconsin–Madison. His textbook, *The Art of Public Speaking*, now in its fourth edition, is used throughout the United States in more than 600 colleges and universities. Included among his professional awards are the Speech Communication Association's Golden Anniversary Award for outstanding scholarship and the Chancellor's Award for Excellence in Teaching at the University of Wisconsin. His first book, *Portents of Rebellion: Rhetoric and Revolution in Philadelphia, 1765-1776*, was nominated for a Pulitzer Prize.

Andrew Edmunson, press and publicity manager for the Alley Theatre in Houston, is scheduled to speak on Saturday. His topic will be "Censorship in the Arts."

STUDENT AFFAIRS ADMINISTRATORS

Kelly Frels and Lisa A. Brown, of Bracewell & Patterson, attorneys at law, will advise the Texas Association of Community College Chief Student Affairs Administrators on Friday in a presentation on "Sexual Harassment—Employees and Students: How Fit Is Your College?"

WELDING

TJCTA members in the Welding Section will participate in a field trip to Hughes Tool Company to observe welding techniques in the field.

Saturday's meeting will feature Larry Smith, welding engineer for Big Three Industries. He will discuss "Solid Wire, Core Wire, and Gases for Welding."

GOVERNMENT SECTION ANNOUNCES TOPICS

Theodore J. Lowi, Professor of American Institutions at Cornell University, will lead the Government Section meeting with his lecture, "Myth of the Activist Court." Professor Lowi has contributed to the study of American politics in a variety of areas, including political theory, public policy analysis, and American political behavior. He has written or edited dozens of books, among them *The Pursuit of Justice* (with Robert F. Kennedy, 1964) and the highly influential *The End of Liberalism* (second edition, 1979). His recent books include *The Personal President—Power Invested, Promise Unfulfilled* (Cornell University Press, 1985) and *American Government—Freedom and Power* (Norton, 1990). *The Personal President* won the 1986 Neustadt Prize for the best book on the presidency published in 1985. In 1986, Professor Lowi also won the Harold D. Lasswell Award of the Policy Studies Organization for his substantive contribution to the study of public policy.

Theodore J. Lowi

Saturday, the Government Section will hear Joseph L. Nogee speak about "The Challenges for the Former Soviet Union in the '90s." Dr. Nogee is a Professor of Political Science at the University of Houston. A widely respected author, his books include *Soviet Politics: Russia After Brezhnev* (1985) and *Soviet Foreign Policy Since World War Two* (1988). He has been president of Southwestern Political Science Association, director of the Russian Studies Program at the University of Houston, and has received a Rockefeller grant for research at the United Nations.

GROUND TRANSPORTATION PROVIDED FROM AIRPORTS TO CONVENTION HOTEL

Members who travel to Houston by plane will find convenient ground transportation from the airports directly to the convention headquarters hotel. Regular service is provided from early morning until late night from both Houston airports. Return service (from the hotel back to the airports) is also provided.

For those arriving at Hobby Airport, the Hobby Limousine Service runs vans frequently from 7:30 a.m. to 11:30 p.m. Fare is $5 per person each way.

From Houston's Intercontinental Airport, bus service is provided by Airport Express from 7:15 a.m. until after Midnight. Fare is $9.70 per person each way.

Vans will bring passengers to the downtown airport terminal, conveniently located immediately outside the Hyatt Regency hotel, on the Polk Street side.

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WELLNESS NETWORKING MEETING TO BE HELD

"Take This Job and Love It" will be the topic for the wellness networking session at this year's TJCTA convention. The session will focus on developing healthy institutions and organizational wellness. Community college faculty, staff, and administrators interested in wellness programs and health promotion are invited to participate. The "networking" session is sponsored by the TJCTA Membership Services Committee.

Deborah Youngblood

The session is scheduled to begin at 12:30 p.m., Friday, Feb. 28, in Cottonwood–A (Third Level) of the convention headquarters hotel, the Hyatt Regency, in downtown Houston. The discussion will be led by Deborah Youngblood, wellness coordinator for the San Jacinto College District.

Individuals from colleges with wellness programs in place and those at institutions considering establishment of such programs are invited to join the informal discussion. Brochures and other materials may be brought to be exchanged with other participants during the session.

INSURANCE PROGRAM TO BE DISCUSSED

A seminar for TJCTA members interested in learning more about changes in the Higher Education Insurance Program will be conducted during the forthcoming convention. The session is scheduled to begin at 4:15 p.m., Friday, Feb. 28, in the Magnolia Room (Third Level) of the convention hotel, the Hyatt Regency, in downtown Houston.

Speaker for the meeting will be Kathy Lewis, director of the Higher Education Insurance Program, in the Group Insurance Division of the Employees Retirement System. For a number of years, Ms. Lewis directed the college and university staff insurance program when it was administed by the Texas Higher Education Coordinating Board. When the Legislature moved the higher education insurance program to the Employees Retirement System, Ms. Lewis transferred to that agency. She is widely regarded to be the most knowledgeable official in the state dealing with higher education insurance issues.

Ms. Lewis will explain legislative actions in transferring the program and will discuss effects and implications of the change for community college faculty members. Following Ms. Lewis's presentation, time will be provided for questions from the audience.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by Mary Barker, Odessa College, a member of the committee.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the eleventh consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances. Pamela K. Ahlers, a certified public accountant *and* a certified financial planner, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 28. The seminar will be repeated at 12:30 p.m., the same day. Both sessions will be held in the Magnolia Room (Third Level) of the Hyatt Regency hotel.

Pamela K. Ahlers

Ms. Ahlers, who is returning to the TJCTA convention for the second consecutive year, is a registered investment adviser, engaged in the practice of financial planning and implementation for individuals and small businesses. She has over 16 years' business experience and holds a degree in accounting from the University of Houston. She is active in the business community and was honored as "Outstanding Business Woman" in 1988 by the Federation of Houston Professional Women.

A partner in the firm of Ahlers & Stoll, certified public accountants, in Houston, Ms. Ahlers holds professional memberships in the American Institute of Certified Public Accountants and in the Institute of Certified Financial Planners.

Ms. Ahlers is expected to focus on the day-to-day management of financial resources and discuss the importance of establishing a planned financial program as early as possible in one's professional career.

Plans for this year's financial planning seminar were developed by the TJCTA Membership Services Committee, chaired by Anna R. Holston, Central Texas College. Ms. Ahler's appearance was arranged by Pasty Goss, San Jacinto College–Central Campus; Margaret Dunn, Amarillo College; and Kenneth N. Locke, Blinn College, members of the committee.

BIDDERS CONFERENCE IS SCHEDULED FOR CARL D. PERKINS GRANTS

The 1992 Annual Bidders Conference for Carl D. Perkins Discretionary Grants will be held this year in conjunction with the annual TJCTA convention. The conference will begin at 8:00 a.m., Thursday, Feb. 27, in Arboretum I (Third Level) of the Hyatt Regency hotel in Houston.

Further information may be obtained from Larry C. Key, director of federal projects, at the Texas Higher Education Coordinating Board (Area Code 512, 483-6250).

BUSINESS CHAIRPERSONS ANNOUNCE MEETING

Chairpersons and directors of departments of business, computer information systems, office technology, and related fields at Texas two-year colleges will meet preceding the annual TJCTA convention at the Hyatt Regency Hotel in Houston. The conference is planned for Thursday, Feb. 27, in the hotel's Magnolia Room (Third Level). Registration will begin at 8:30 a.m., with refreshments served.

The opening session at 9:00 a.m. will feature a presentation on "The Management of End-User Computing." Guest speaker will be Mary M. Ruprecht, president of her own management and office automation consulting firm.

The second session, beginning at 10:30 a.m., will include a presentation by Regan Caruthers on "Video Instructional Delivery Systems."

A luncheon session will feature a presentation by Julia Vitale, of the North Harris Montgomery Community College District, discussing the Gulf Coast Tech Prep Consortium.

Reservations for the luncheon must be made by Feb. 19. For reservations or additional information, contact Janis A. Hutchins, Lamar University–Port Arthur, at Area Code 409, 983-4921, extension 326.

RETIREES ASSOCIATION TO DISCUSS LONG-TERM HEALTH INSURANCE

The Texas Junior College Retirees Association will meet during the forthcoming TJCTA convention in Houston. The organization will meet Friday, Feb. 28, from 12:30 to 1:45 p.m., in the Redbud Room (Third Level) of the convention headquarters hotel, the Hyatt Regency. This will be the group's second meeting held in conjunction with the TJCTA convention. The first meeting was held during the 1991 convention.

Peggy Peterson

Principal speaker for this year's meeting in Houston will be Peggy Peterson, president of San Antonio Gerontology Enterprises, Inc. She will discuss issues related to long-term health insurance and custodial and home care. Formerly, Dr. Peterson was dean of Occupational Education and Technology at St. Philip's College, and prior to appointment to that position she chaired the college's allied health program.

Mitchell Grossman, San Antonio College, continues to serve as president of the retiree organization. He stresses that attendance at the convention session is not restricted to members of the group or to retirees. The meeting is open to all interested invididuals.

WELCOME TO THE TJCTA CONFERENCE

The seven colleges of the Dallas County Community College District invite you to visit with our representatives during the TJCTA Conference in the DCCCD suite at the Hyatt Regency Hotel. We are recruiting for projected faculty openings in the following disciplines:

- Biology
- Business
- Chemistry
- Computer Science/CIS
- Counseling
- Developmental Math
- Developmental Writing
- Economics
- English
- ESL
- Math
- Physics
- Radiology Technology
- Sociology
- Social Work
- Speech Communications
- Vocational Nursing

DCCCD FULL-TIME FACULTY SALARY SCHEDULE—1991-1992

MINIMUM	MAXIMUM	Initial placement on the Faculty Salary Schedule* is:
$29,000	$46,400	Masters degree or equivalency (1)
$30,680	$49,088	Masters degree/equivalency and 24 additional hours
$32,360	$51,776	Masters degree/equivalency and 48 additional hours
$34,040	$54,464	Earned doctorate (2)

(1) Equivalencies to the M.A. have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.) Generally faculty teaching academic transfer courses are required to have a masters degree with 18 graduate hours in the teaching field.

(2) An earned doctorate is a graduate degree at the doctoral level, conferred by an institution which is fully accredited by the regional accrediting association for the region where such institution is located.

***Salary is for a nine month contract and does not include any extra service or summer teaching.**

Also the Dallas County Community College District and the University of North Texas have developed a program designed for selected candidates who will receive full-time DCCCD benefits and teach a modified class load while pursuing doctoral studies at UNT. For more information call DCCCD Educational Affairs at (214) 746-2446.

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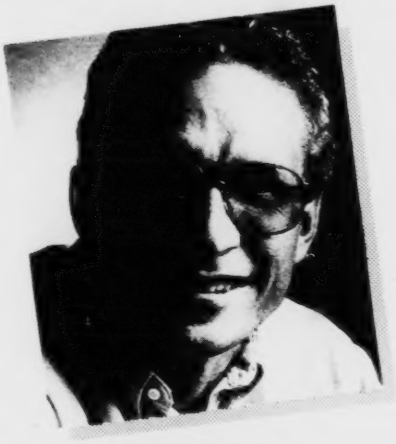

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A Change for the Better

Lawrence Bell

Tarrant County Junior College–Northeast Campus
Chairperson, TJCTA *Ad Hoc* Committee on Constitutional Revision

(Editor's Note: Lawrence Bell chairs the five-member Ad Hoc *Committee on Constitutional Revision. Other members of the committee are: Doris Burbank, Alvin Community College, Vice Chairperson; Mary R. Parker, Austin Community College; Larry G. Shirts, North Harris College; and Michael A. White, McLennan Community College.)*

Although the present Constitution of TJCTA has served us well for these past 17 years, the time has come to make some useful adaptations and additions. Unlike some organizations, we in TJCTA have not had to endure the tedium of recurring changes to our Constitution and Bylaws at each annual convention. However, some ideas for change and improvement have been around for years. While Association presidents David Clinkscale and Steve Dutton have brought this present effort to culmination, some of the ideas included go back to the presidencies of Emmeline Dodd, Larry Shirts, Mary Parker, Reba Blackshear and beyond.

This proposed package of amendments to our Constitution and Bylaws was submitted and discussed at the first general session at last year's convention. This year in Houston it will be voted on, and, if adopted, should serve the Association well as we prepare and enter the 21st Century.

Although this omnibus amendments proposal may appear somewhat overwhelming, indeed intimidating at first glance, it is not really complicated and in fact does not involve a great deal of *substantive* change. There are in fact long portions of the documents for which there is very little or *no* proposed change. Examples include Constitution articles I, IV, V, VI (through Section 7), IX, X, and XII. The same is true of several sections of the Bylaws.

There are of course changes, as will be discussed below; but overall, it is quite fair to state that there is *less* here than first meets the eye. If adopted, this omnibus amendments proposal will not in any basic or dramatic way change the purpose, the nature, the spirit, the structure, or the operations of your state Association.

In view of the above, it would be tedious in the extreme and indeed pointless to discuss the entire proposal line by line. We have therefore focused only on the changes, and one can follow along in the documents themselves.

Members should understand that in the first place, many of the proposed changes are purely matters of style, of modernizing the language. We have called these kinds of changes "verbal cosmetics." For example, instead of references throughout to the "business meeting" or "business session," the reference is now to the "annual convention." Likewise, instead of "his/her" we now find "his *or* her." And in several places we have discarded that superfluous lawyer's phrase "as hereinafter provided for."

Secondly, several changes have been made simply to recognize officially certain practices which have quite naturally evolved. A prime example is the provision in the Bylaws (Art. V, Sec. 3) which now will make no reference to our Vice President having any special responsibility for planning the annual convention. The fact is that the vice presidents have not done that in years! After the establishment of a state office and the tremendous expansion of our convention (largest meeting of community, junior, and technical college educators in the world!), the convention-planning function quite naturally and necessarily devolved upon the state office. What we have done in this case, then, is to make the document reflect reality.

Likewise, absentee voting, which has heretofore been officially reserved to one "who expects to be absent from the general convention" will now be available to any member for any reason (Bylaws Art. III, Sec. 2). This also reflects reality since, given the uncertainties of life—and of travel budgets—absentee voting has grown steadily more popular.

One final example of this second category will suffice. Article VII of the proposed Bylaws is an entirely new section relating to the financial records of the Association. But it is not new practice. Essentially what this section does is to organize and formalize in one place long-standing practices of the Association in regard to checks, account books, audits, etc.

Not all of the omnibus proposal, however, consists of mere verbal cosmetics or recognition of established practice. There are some significant, albeit not earth-shaking, substantive changes. Several relate to provisions for membership as proposed in Article III of the Constitution. If adopted, association membership would now be available also to educators who work at four-year colleges but who deal primarily with lower-division undergraduates (Sec. 1). Also, our retired members could now, at their option, take associate membership or continue in professional membership status (Sec. 2). Finally, institutional membership would be available not only to already fully accredited two-year colleges but also to those (newly established colleges, for example) which are clearly well on the way to accreditation (Sec. 3).

Easily the longest, the newest, the most linguistically difficult, and most intimidating portion of this entire omnibus proposal is the proposed Section 8 of Article VI of the Constitution, relating to liability of officers. Quite honestly, this is written in "leagle-fleagle" and was included out of necessity. This section was included upon the strong advice of the Association's chief legal counsel and tracks the relevant language of the appropriate statute. Its purpose is to protect from lawsuit our officers who act in good faith and within the law in the performance of their Association duties. Such lawsuits have become a problem nationwide for officers and board members of civic, charitable, and professional groups. Thus, while not a monument to the beauties of the English language, this section will satisfy a definite need.

In great contrast, the next significant provision involves a change of just one word and is easily understood. At Article VII of the Constitution, it is proposed to change the title of our state executive from "Executive Secretary" to "Executive Director." The older title has become not only somewhat archaic but also misleading regarding the role and function of our state executive. The newer title is in much more common use nowadays for one who does what our state executive does. It is also felt that the newer title will command more respect in dealing with the legislature, government officials, and with other educators. It must be emphasized, however, that this change in title does not in any way change our executive's authority, duties, or the relationship to the Executive Committee.

Moving to proposed Article VIII, there are three significant structural adaptations relating to committees. First the size of the three standing committees is expanded in Section 2 from 12 to 15. This is a recognition of the greatly increased number of members and colleges since 1975 when our present constitution was adopted. Committee members will still serve staggered three-year terms.

Secondly, there is some re-structuring of our special committees by Section 3; and this is further carried out in the Bylaws in Article VI, Sections 9 through 11. Specifically, a "Convention Committee" now will include the formerly separate Registration and Social Committees, which will add flexibility to convention management. Similarly, the formerly *ad hoc* but annually recurring committees on publications advice and on election administration have been made into special committees, a recognition of their ongoing importance.

The third committee change in Article VIII of the Constitution is a new formal stipulation, but it reflects the practice of virtually all Association presidents for the last dozen years. Section 5 specifies that not more than one person from any one college district shall be appointed to any one of the three standing committees. (This does not apply to special committees.) The obvious intent of this provision, and indeed of all these regarding committees, is to increase the breadth of representation of our 70-plus college campuses spread across this vast state.

Turning now specifically to the Bylaws, several provisions have already been covered, but a few remain to be noted. In Article I, the only substantive change is in Section 4 which creates more size-categories for purposes of institutional memberships. This reflects the growth in number, size, and variety of Texas two-year colleges; and, out of concern for fairness, is an effort to make institutional dues more proportional to college district size.

Moving past Article II, which has no changes whatever, there are two significant changes in Article III which have not yet been mentioned. Section 1 provides that hereafter, nominations from the floor or by petition (which although extremely rare in the past will still be possible) will require the written consent of the persons nominated. This is a requirement in many faculty and professional organizations which is designed to prevent impulsive, frivolous, or ill-considered nominations.

Section 3 presents the other change, which is that a *plurality*, not necessarily a majority, will be required for the election of Association officers.

While this might look very significant at first glance, especially to political scientists, it does not in reality make much change. It has been many years since there were more than two candidates for any Association office and even more years (before the establishment of our state office) since there actually had to be a runoff. The prospects of that happening again are now quite remote, given the traditions of our Association and the excellent work of our nominating committees year after year. As a practical matter, there is no convenient, timely way to conduct a runoff at the annual convention; so in a true sense this provision is merely another recognition of reality.

The only remaining Bylaws changes not already discussed are in Article VI. There is wording added to Sections 2 and 6 further formalizing the now well understood principle that the Professional Development and Membership Services Committees, respectively (like *all* our committees), work under the direction and supervision of the Executive Committee, which alone is comprised of the elected officers of the Association. Likewise, Section 7 formalizes the long-standing practice of the Resolutions Committee serving as a clearing-house for prospective resolutions at our annual convention.

The five past presidents of the Association who worked on this omnibus proposal along with the present Executive Committee and its predecessor strongly believe that this proposal is needed, that it is timely, and that it will serve the Association well for years to come. It is *not* change for the sake of change nor is it a case of "fixin' something that ain't broke." It is rather a matter of updating, of adjusting or "fine-tuning," and of preparing for a challenging future. We commend it to you as a change for the better.

PROPOSED OMNIBUS AMENDMENTS
to the
CONSTITUTION AND BYLAWS
# of the
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Proposed revisions in the text are indicated as follows: A line is drawn through text proposed to be deleted. Text proposed to be added is underlined.

CONSTITUTION
of the
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Preamble

Dedicating ourselves to the pursuit of excellence in teaching and to the advancement of ~~community and junior college~~ education in the community, junior, and technical colleges of ~~State of~~ Texas,

We, the ~~community and junior college~~ educators in the community, junior, and technical colleges of Texas, do hereby establish this CONSTITUTION.

Article I
Official Name and Relationship With Other Professional Associations

Section 1. This organization shall be called the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION, and is hereinafter referred to as "the Association."

Section 2. The Association will cooperate with other professional organizations in matters of mutual concern and interest but shall become formally affiliated with another organization only by adoption of an amendment to this Constitution.

Article II
Meetings

The membership of the Association shall meet in general convention once each year. The date, time, and location of the annual convention shall be determined by the Executive Committee.

Article III
Membership

There shall be ~~established~~ the following categories of membership in the Association:

Section 1. *Professional Members.* Any educator engaged in professional activities as a full-time employee of a ~~community or junior~~ community, junior, or technical college in ~~the State of~~ Texas is eligible for professional membership in the Association. Additionally, any educator employed full-time by a four-year or upper-level university and who is assigned responsibilities principally in a program leading to a certificate or degree below the baccalaureate level is eligible for professional membership. ~~This provision is intended to include~~ These provisions apply to individuals whose primary responsibilities are within the areas of instruction, administration, ~~counseling~~ student services, learning resource services, media services, consultation, and research.

Section 2. *Associate Members.* Any employee of a ~~community or junior~~ community, junior, or technical college in ~~the State of~~ Texas not eligible for professional membership ~~or any former professional member who has retired from full-time educational employment~~ is eligible for associate membership in the Association. This provision ~~is intended to include~~ applies to part-time instructors~~, retired professional personnel,~~ and college staff members generally considered classified personnel.

Section 3. *Retired Employees.* Any individual who has retired from full-time professional employment in a community, junior, or technical college in Texas is eligible for professional membership or associate membership, at the individual's own option.

Section ~~3~~ 4. *Student Members.* Any student enrolled in an accredited institution of higher education ~~in pursuance of a degree in community or junior college education~~ who is not eligible for professional or associate membership is eligible for student membership in the Association.

Section ~~4~~ 5. *Institutional Members.* ~~Any accredited community or junior college in the State of Texas~~ Any community, junior, or technical college in Texas which has been granted membership or candidacy for membership in the Commission on Colleges of the Southern Association of Colleges and Schools is eligible for institutional membership in the Association.

Section ~~5~~ 6. *Unaffiliated Members.* Any friend of the Association not eligible for the foregoing types of membership is eligible for unaffiliated membership in the Association.

Article IV
Dues

Membership dues shall be established in the bylaws of the Association.

Article V
Fiscal and Membership Years

Section 1. *Fiscal Year.* The fiscal year of the Association shall begin April 1 each calendar year and shall end March 31 of the next calendar year.

Section 2. *Membership Year.* The membership year of the Association shall begin September 1 each calendar year and shall end August 31 of the next calendar year. Membership shall be effective September 1 each year for members whose dues are paid by October 15; thereafter, membership shall become effective upon payment of dues.

Article VI
Officers

Section 1. *Officers.* The officers of the Association shall be the President, President-Elect, Vice President, Secretary, Treasurer, and Immediate Past President. The President-Elect shall automatically succeed to the office of President upon the expiration of ~~his/her~~ his or her term of office as President-Elect.

Section 2. *Election of Officers.* Officers of the Association shall be elected in the manner prescribed in the Bylaws of the Association.

Section 3. *Term of Office.* Elected officers of the Association shall be installed effective April 1 following their election. If the election should be held subsequent to April 1, then the elected officers shall be installed effective at the time of their election. Officers shall serve until March 31 of the calendar year following their election, or until their successors have been elected and qualified.

Section 4. *Powers, Responsibilities, and Duties of Officers.* Officers of the Association shall possess such powers and responsibilities and perform such duties as may be prescribed by the Bylaws of the Association.

Section 5. *Vacancies.* In the event of a vacancy in the office of President, the President-Elect shall succeed to the presidency. In the event of a vacancy in the office of President-Elect, the Vice President shall succeed to that position. In the event of a vacancy in the office of Vice President, Secretary, or Treasurer, the Executive Committee~~, hereinafter provided for,~~ shall select an individual to fill the vacancy. A President-Elect who shall have succeeded to the presidency as provided for in this section shall serve for the remainder of the term to which ~~he/she~~ he or she shall have succeeded and shall thereafter serve as President for one full term. A Vice President who shall have succeeded to the office of President-Elect shall serve for the remainder of the term to which ~~he/she~~ he or she shall have succeeded and shall thereafter succeed automatically to the office of President as provided for in Section 1 of this article; provided, however, that if the office of President shall be occupied by an individual who shall have succeeded to that office as provided for under the provisions of this section, the President-Elect shall continue to serve as President-Elect for one full term, and thereafter succeed to the presidency. An individual who shall have been selected to fill a vacancy in the office of Vice President, Secretary, or Treasurer, as provided for in this section, shall serve for the remainder of the term to which ~~he/she~~ he or she shall have succeeded. A vacancy in the office of

Immediate Past President shall remain unfilled.

Section 6. *Qualifications.* No person shall be eligible for election to an office in the Association who shall not, at the time of such election, be a professional member of the Association. If any officer, subsequent to the election, shall cease voluntarily to be a professional member of the Association, as provided for in Article III of this Constitution, ~~his/her~~ his or her office shall be declared vacant by the remaining members of the Executive Committee ~~hereinafter provided for~~, and the vacancy shall be filled in the manner prescribed in Article VI, Section 5 of this Constitution~~; except that a vacancy in the office of Immediate Past President shall remain unfilled~~.

Section 7. *Removal from Office.*

(A) An individual may be removed from office for failure to carry out the duties of office prescribed in the Constitution and Bylaws, failure to carry out responsibilities assigned by the President or Executive Committee, or actions detrimental to the best interests of the Association.

(B) A motion to remove an individual from office may be made by any officer at a regular or called meeting of the Executive Committee. An affirmative vote of at least four members of the Executive Committee is required to sustain the motion to remove an officer.

(C) If the motion is sustained, the individual subject to the removal motion may accept the action of the Executive Committee and resign from office.

(D) The individual subject to the removal motion may request within 10 days a hearing on the charges. Such hearing shall be held as soon as possible after the vote of the Executive Committee, but not later than 30 days following the vote. The hearing shall be called by the President (or the Immediate Past President if the President is the officer subject to the removal motion). The hearing panel shall be composed of five former officers of the Association, none of whom may have been a member of the Executive Committee for the 24 months immediately preceding the hearing. Two members of the hearing panel shall be selected by the Executive Committee; two members shall be selected by the officer requesting the hearing; and the four members thus chosen shall select the fifth member. The hearing panel shall select its own chairperson and establish its own rules of procedure, consistent with commonly recognized principles of due process.

(E) If the individual officer fails to submit a written resignation or to request a hearing within 10 days of adoption of the motion by the Executive Committee, the office shall be declared vacant.

(F) Upon completion of the hearing of charges against the officer and the refutation of those charges, the hearing panel shall vote on the question, "Is the evidence sufficient to sustain the prior action of the Executive Committee to remove the individual from office?" If at least four members of the hearing panel vote to sustain the Executive Committee action, the officer immediately shall be removed from office.

(G) At any time during the proceedings set forth in this Section up to the announcement of the vote of the hearing panel, the officer against whom removal action has been taken may resign from office, whereupon further proceedings shall cease.

(H) In the case of resignation or removal from office as provided in this Section, a vacancy shall be filled as provided in Section 5 of this Article.

Section 8. *Liability.* An officer of the Association shall not be liable to the Association or its members for monetary damages for an act or omission in the officer's capacity as an officer, except that this Section does not eliminate or limit the liability of an officer for:

(A) A breach of an officer's duty of loyalty to the Association or its members;

(B) An act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law;

(C) A transaction from which an officer received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the officer's position; or

(D) An act or omission for which the liability of an officer is expressly provided for by statute.

If the Texas Non-Profit Corporation Act is amended hereafter to authorize action further eliminating or limiting the personal liability of officers, then the liability of an officer of the Association shall be eliminated or limited to the fullest extent permitted by such statutes, as so amended. Any repeal or modification of this Section shall not adversely affect any right or protection of an officer of the Association at the time of such repeal or modification.

Section 9. *Indemnification.* Each person who at any time shall serve, or shall have served, as an officer, employee, or agent of the Association, or any person who is or was serving at the request of the Association as an officer, trustee, employee, agent, or similar functionary of another association, corporation, trust, employee benefit plan, or other enterprise (hereinafter referred to as "Indemnitee") shall be entitled to indemnification as and to the fullest extent permitted by the Texas Non-Profit Corporation Act or any successor statutory provision, as from time to time amended (hereinafter referred to as the "Statute"). The foregoing right of indemnification shall not be deemed exclusive of any other rights to which those to be indemnified may be entitled as a matter of law or under any agreement or other arrangement.

The Association shall pay in advance or reimburse Indemnitee expenses actually and reasonably incurred or anticipated by him or her in connection with his or her appearance as a witness or other participant in a proceeding whether or not her or she is a named defendant or a respondent in the proceeding.

To obtain an indemnification or expense advance, Indemnitee shall submit to the Association, at its State Office, a written request with such information about the expenses incurred or anticipated as is reasonably available to him or her. If the expense advance is to be paid prior to final disposition of the proceeding, there shall be included a written statement of Indemnitee's good faith belief that he or she has met the necessary standard of conduct under the Statute and an undertaking to repay any amount paid if it is ultimately determined those conduct requirements were not met. Upon receipt of the request, the Executive Committee shall determine Indemnitee's entitlement to indemnification or expense advance. If the Indemnitee is a member of the Executive Committee, he or she shall not participate in the committee's deliberations or determination. If the request is rejected, the Association shall notify Indemnitee of such action and the reason(s) therefor. If within 20 days of the Association's receipt of the request, the payment for an approved request is not made or the request for payment is rejected or not acted upon, the Indemnitee shall have the right to an adjudication in any court of competent jurisdiction of his or her entitlement to such indemnification or expense advance. Any such proceeding shall be conducted in all respects as a *de novo* trial on the merits.

Article VII
State Office and Executive ~~Secretary~~ Director

Section 1. *State Office.* A state office for the Association shall be established and maintained in the City of Austin, Texas.

Section 2. *Executive ~~Secretary~~ Director.* An Executive ~~Secretary~~ Director shall be employed by the Executive Committee ~~hereinafter provided for~~. The Executive ~~Secretary~~ Director shall be appointed for a period not to exceed three calendar years. The Executive ~~Secretary~~ Director shall be employed *under such terms and conditions* as *may* be established by the Executive Committee.

Article VIII
Committees

Section 1. *Executive Committee.* The Executive Committee of the Association shall consist of the President, President-Elect, Vice President, Secretary, Treasurer, and Immediate Past President.

Section 2. *Standing Committees.* There shall be three standing committees of the Association, as follows: Professional Development Committee, Legislative Committee, and Membership Services Committee. Each standing committee shall consist of ~~twelve~~ 15 members, appointed for terms of three years each. Terms of standing committee members shall be established in such a way as to provide for the expiration of the terms of ~~four~~ five members each year.

Section 3. *Special Committees.* There shall be ~~six~~ seven special committees of the Association, as follows: Nominating Committee, Membership Committee, Resolutions Committee, Auditing Committee, ~~Registration Committee, and Social Committee~~ Convention Committee, Publications Committee, and Election Committee. The Nominating Committee shall consist of seven members, no two of whom shall be from the same college district. Each other special committee shall consist of a number of members as determined by the Executive Committee~~, appointed for terms of one year each~~. Members of all special committees shall be appointed for terms of one year.

Section 4. *Ad Hoc Committees.* The President, with the consent of the Executive Committee, shall have the power to establish and dissolve such *ad hoc* committees as may be considered necessary.

Section 5. *Qualifications.* No person shall be eligible for appointment to any committee of the Association who shall not, at the time of such appointment, be a professional member of the Association. No person shall be eligible to serve on more than one standing committee concurrently. No person may be appointed to a standing committee if any current member of that committee is employed by the same college district as the appointee. However, this provision shall not be construed as to make ineligible from committee membership a person who in changing positions relocates to a college district where another committee member is employed.

Section 6. *Manner of Appointment.* Members of committees shall be appointed by the President, subject to approval by a majority vote of the Executive Committee.

Section 7. *Powers, Responsibilities, and Duties.* Committees of the Association shall possess such powers and responsibilities and perform such duties as may be prescribed in the Bylaws of the Association.

Section 8. *President as Ex Officio Member.* The President shall be a member *ex officio* of all standing, special, and *ad hoc* committees of the Association~~.~~ , except the Nominating Committee.

Article IX
~~Publications~~ Publication

The official ~~publications~~ publication of the Association shall be the ~~*Newsletter and the*~~ *TJCTA Messenger*, to be published in accordance with policies established by the Executive Committee.

Article X
Amendments to Constitution

Section 1. An Amendment to this Constitution shall be proposed by petition of at least 25 professional members of the Association, which must be submitted by November 15 to the President of the Association for publication in the *TJCTA Messenger*.

Section 2. For purposes of discussion, debate, and amendment, a Constitutional amendment proposed in accordance with Section 1 of this Article shall be submitted to the Association at the ~~general meeting~~ annual convention immediately following initial publication in the *TJCTA Messenger*.

Section 3. The Amendment, only in the form in which it emerges from the ~~general~~ annual convention, shall be published in the *TJCTA Messenger* in the succeeding year and may be adopted, unamended, at the next ~~general~~ annual convention by a two-thirds vote of professional members casting votes at the convention ~~and in the manner set forth in Article III, Section 2 of the Bylaws of the Association.~~ and by absentee ballot as prescribed in the Bylaws of the Association.

Article XI

Enactment and Amendment of Bylaws

Section 1. *Enactment of Bylaws.* Bylaws shall be enacted by the Association in its ~~general~~ annual convention.

Section 2. *Amendment of Bylaws.* Proposed amendments to the Bylaws shall be published in the *TJCTA Messenger*, which shall be mailed at least ~~thirty~~ 30 days prior to the ~~general~~ annual convention; provided, however, that this requirement for publication of proposed amendments may be waived by a two-thirds vote of the professional members present and voting at ~~the business~~ a general session of the ~~general~~ annual convention. Amendments to the Bylaws may be adopted by a majority vote of the professional members present and voting at ~~the business~~ a general session of the ~~general~~ annual convention; provided, however, that if the publication rule be suspended as provided in this Section, the vote on adoption of the proposed amendments shall not be taken at the general session in which the publication rule is suspended.

Article XII

Dissolution and Disposition of Assets

In the event of the dissolution of the Association, the Executive Committee shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purposes of the Association in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)~~(3)~~ of the Internal Revenue Code of 1954 as amended (or the corresponding provision of any future United States Internal Revenue Act), as the Executive Committee shall determine. Any of such assets not so disposed of shall be disposed of by the court of competent jurisdiction of the county in which the principal office of the Association is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

BYLAWS of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Article I

Membership Dues and Condition of Membership

Annual dues for the respective categories of membership in the Association shall be as follows:

Section 1. *Professional Members—$25.00*

Section 2. *Associate Members—$15.00*

Section 3. *Student Members—$10.00*

Section 4. *Institutional Members.* Dues of institutional members shall be based on total headcount enrollment for each college district as reported by the Texas Higher Education Coordinating Board~~;~~ ~~Texas College and University System,~~ for the fall semester of the preceding academic year.

District Headcount Enrollment	*Institutional Dues*
~~Less~~ Fewer than 1,000	$100.00
1,000 to ~~1,999~~ 2,499	$150.00
~~Above 1,999~~ 2,500 to 4,999	$200.00
5,000 to 7,499	$250.00
7,500 to 9,999	$300.00
10,000 to 14,999	$350.00
15,000 to 19,999	$400.00
20,000 to 24,999	$450.00
25,000 to 29,999	$500.00
30,000 to 34,999	$550.00
35,000 to 39,999	$600.00
More than 39,999	$700.00

Section 5. *Unaffiliated Members—$15.00*

Section 6. Dues of professional, associate, student, and unaffiliated members shall be used for the general operating expenses of the Association as determined by the Executive Committee. Dues of institutional members shall be used exclusively for defraying expenses of the annual convention and other ~~staff~~ professional development activities sponsored by the Association as determined by the Executive Committee.

Section 7. *Condition of Membership.* Adherence to the Code of Professional Ethics adopted by the Association shall be a condition of professional or associate membership. Interpretation and implementation of the Code shall be responsibilities of the Executive Committee, subject to such actions as may be taken by the Association in its annual ~~business meeting~~ convention. Implementation shall be consistent with commonly recognized principles of due process.

Article II

Voting Privileges

Professional members of the Association shall have the right to vote in elections conducted and business transacted by the organization as hereinafter provided for.

Voting privileges shall not be enjoyed by associate members, student members, institutional members, or unaffiliated members.

Article III

Nominations, Absentee Voting, and Elections

Section 1. *Nominations.*

(A) *Nominations by Nominating Committee.* The Nominating Committee shall submit to the President of the Association a slate of candidates for the offices of President-Elect, Vice President, Secretary, and Treasurer of the Association. The report of the Nominating Committee shall be published in the *TJCTA Messenger* prior to the ~~general~~ annual convention. The report shall include pertinent biographical and professional data concerning candidates nominated for offices in the Association.

(B) *Nominations by Petition.* Names of other candidates may be put before the membership upon submission by them, or in their behalf and with their written consent, of petitions bearing the signatures of at least 75 professional members of the Association. Such nominating petitions shall be submitted not later than December 1 preceding the ~~general~~ annual convention of the Association to the Chairperson of the Nominating Committee. Upon verification of the validity of the signatures, the names of candidates thus nominated shall be included on the official ballot, and biographical and professional data concerning such candidates shall be included in the *TJCTA Messenger* prior to the convention.

(C) *Nominations from the Floor.* Names of other candidates may be placed in nomination from the floor during the ~~business~~ general session of the ~~general~~ annual convention, provided that any such candidate has given his or her prior written consent. Only professional members may offer floor nominations.

Section 2. *Absentee Voting.* Any professional member of the Association ~~who expects to be absent from the general convention~~ may cast a ballot by mail. A form requesting the privilege of absentee voting shall be included in the *TJCTA Messenger* prior to the convention. Any professional member who properly completes the request form and sends it to the State Office shall be provided with an official ballot. The properly marked, unsigned ballot shall be received in the State Office not later than three days immediately preceding the opening of the ~~general~~ annual convention in the official envelope bearing the signature of the voting member. Upon receipt of the ballot in the State Office, an appropriate notation shall be made on the official membership roster of the Association indicating that the member has cast a vote in the election and shall not be entitled to receive a ballot at the time of the convention. All absentee ballots thus cast and received in the State Office as hereinbefore provided shall be delivered to the President of the Association at the time of the annual ~~business meeting~~ convention and shall be transmitted by the President to the ~~tellers~~ Chairperson of the Election Committee so that such ballots may be tabulated together with those cast ~~at the time of the business session.~~ during the convention.

No voting by proxy shall be permitted, and no absentee ballots shall be accepted by any officer or member of the Association except as hereinbefore provided.

Absentee voting shall be permitted for elections of officers of the Association and adoption of Amendments to the Constitution, as provided for in Article X of the Constitution.

~~Section 3. *Majority Vote Necessary for Election.* If no candidate receives a majority of the whole number of votes cast in a contest for an office in the Association, the convention shall ballot a second time between the two candidates receiving the highest number of votes on the first ballot. If the votes should be evenly divided between the two candidates for an office on the second ballot, the candidates shall determine the winner by lot. There shall be no provision for absentee voting in run-off contests.~~

Section 3. The candidate who receives the largest number of votes for each office shall be elected. If the votes should be evenly divided between two candidates for an office, the candidates shall determine the winner by lot.

Article IV

Quorum

In the ~~business~~ general session of the ~~general~~ annual convention of the Association, a quorum shall consist of the number of professional members in attendance, but not less than 200.

Article V

Duties of Officers

Section 1. *President.* The President shall preside over all meetings of the Association and of the Executive Committee. The President shall provide executive leadership at all levels of the Association, issuing such instructions and directives to officers, committees, and employees of the Association as may be necessary to assure the efficient functioning of the organization. The President shall appoint members to Association committees and designate committee chairpersons and vice chairpersons, subject to confirmation by a majority vote of the Executive Committee. The President shall edit and approve all formal communications and statements of policy issued in the name of the Association. The President shall exercise such authority as may be vested in the office by law, by the Association's

Constitution, or by delegation of the Association or its Executive Committee.

Section 2. *President-Elect.* The President-Elect shall preside over meetings of the Association and of the Executive Committee in the absence of the President. The President-Elect shall direct ~~his/her~~ his or her efforts toward the development of an adequate understanding of the operations of the Association in preparation for ~~his/her~~ his or her term as president.

Section 3. *Vice President.* The Vice President shall ~~assume general responsibility for the development of the program at the annual convention, including providing leadership in planning section meetings and coordinating all convention activities. The Vice President shall also assume responsibility for appropriate publicity for the convention and other activities of the Association.~~ preside over meetings of the Association and of the Executive Committee in the absence of the President and the President-Elect.

Section 4. *Secretary.* The Secretary shall be responsible for the maintenance of accurate records of the proceedings of the Association and the Executive Committee.

Section 5. *Treasurer.* The Treasurer shall be responsible for the maintenance of all financial records required by law or by the Association. ~~The Treasurer shall countersign all checks written against Association funds.~~

Section 6. *Immediate Past President.* The Immediate Past President shall provide advice and counsel concerning operation of the business of the Association.

Section 7. *General Responsibilities.* In addition to the foregoing specific duties prescribed for officers of the Association, each officer shall perform other duties and assume other responsibilities as may be delegated by the Association or the Executive Committee.

Article VI
Duties of Committees

Section 1. *Executive Committee.* The Executive Committee shall exercise general managerial authority and responsibility over the work of the Association. It shall establish policies of the Association, consistent with the TJCTA Constitution and actions of the Association in its annual ~~business meetings~~ conventions. It shall adopt the budget of the Association, confirm presidential appointments of committee members, contract for professional services of an Executive ~~Secretary~~ Director and delegate to ~~him/her~~ him or her such duties, responsibilities, and authority as shall be deemed appropriate. The Executive Committee shall establish the general policies of the publications of the Association. It shall exercise all other duties and assume all other responsibilities as may be required by law or directed by the Association.

Section 2. *Professional Development Committee.* As requested or directed by the Executive Committee, the ~~The~~ Professional Development Committee shall promote the professional growth of Association members in all areas of development and performance. It shall maintain awareness of developments on the national, state, and local levels which would affect the professional status of members of the Association. It shall promote, in cooperation with other committees of the Association and as directed by the Executive Committee, the adoption of meaningful policies on academic freedom and responsibility and due process by all ~~community and junior~~ community, junior, and technical colleges in the state. ~~It shall conduct research concerning faculty salaries and fringe benefits and other research required by the Association or by the Executive Committee. The Professional Development Committee shall conduct inquiries as may be deemed appropriate into the employment status of professional members of the Association, under policies and procedures adopted by the Executive Committee.~~

Section 3. *Legislative Committee.* The Legislative Committee shall develop and present to the Executive Committee recommendations concerning legislation affecting members of the Association and the profession. It shall promote and encourage greater interest in legislative matters on the part of the members of the Association.

Section 4. *Membership Services Committee.* The Membership Services Committee shall investigate proposals, offers, suggestions, and plans for additional benefits for Association members and transmit its recommendations to the Executive Committee. ~~and to the general convention of the Association.~~

Section 5. *Nominating Committee.* The Nominating Committee shall nominate highly-qualified candidates for offices in the Association.

Section 6. *Membership Committee.* As requested or directed by the Executive Committee, the ~~The~~ Membership Committee shall accept general responsibility for enlisting members in the Association. ~~It shall be responsible for the maintenance of accurate and current information concerning the number of campuses with TJCTA members and the number of members on each campus.~~

Section 7. *Resolutions Committee.* The Resolutions Committee shall carefully study and evaluate proposed resolutions for possible consideration by the Association ~~at~~ in its annual ~~business meeting~~ convention. Each resolution presented in the annual convention must be submitted first to the Resolutions Committee. If the Resolutions Committee declines to submit a proposed resolution for consideration in the annual convention, any professional member of the Association may be recognized to submit the resolution in his or her own behalf.

Section 8. *Auditing Committee.* The Auditing Committee shall conduct a general examination of the fiscal records of the Association, ~~and~~ seek evidence to assure that the fiscal records of the Association have been maintained according to sound auditing procedures~~.~~, and report its findings to the membership.

~~Section 9. *Registration Committee.* The Registration Committee shall assume general responsibility for registration of members and guests attending the general convention, working in cooperation with the Executive Committee, officials of the headquarters hotel, and the host city's convention bureau.~~

~~Section 10. *Social Committee.* The Social Committee shall plan, under the authority of the Executive Committee, the social activities to be held in conjunction with the general convention.~~

Section 9. *Convention Committee.* The Convention Committee shall be assigned appropriate responsibilities in connection with the Association's annual convention, including, but not limited to, providing assistance with registration of members and guests and serving as hosts and hostesses at convention social activities.

Section 10. *Publications Committee.* The Publications Committee shall solicit articles for possible inclusion in the *TJCTA Messenger*; shall referee articles submitted; and shall offer the Executive Committee recommendations regarding changes in publication guidelines and policies concerning such matters as copyright, style, format, and layout of the *TJCTA Messenger.*

Section 11. *Election Committee.* The Election Committee shall have general responsibility for conducting elections of officers and voting on proposed amendments to the Constitution and Bylaws and assuring that voting in such elections is conducted properly and in accordance with provisions of the Constitution and Bylaws.

Section ~~11~~ 12. *General Responsibilities.* In addition to the foregoing specific duties prescribed for committees of the Association, each committee shall perform other duties and assume other responsibilities as may be delegated by the Association or the Executive Committee.

Section ~~12~~ 13. *Quorum.* For all committees of the Association, a quorum shall consist of a majority of the number of members serving on the committee.

Section ~~13~~ 14. *Committee Chairpersons.* The chairperson of each committee may participate fully in committee discussions and deliberations and may vote as does every other member.

Section ~~14~~ 15. *Committee Minutes.* Each committee shall select its own secretary who shall prepare a report of each meeting and file one copy with the State Office, one copy with each member of the committee, and one copy with ~~each member of the Executive Committee~~ the President.

Section ~~15~~ 16. *Public Statements.* No statement, news release, public announcement, circular letter, or other communication shall be issued on Association stationery or under the Association's logo or in the name of the Association or any of its officers or committees unless it shall have been specifically authorized and approved by the President or by the Executive Committee.

Section ~~16~~ 17. *Committee Meetings.* ~~Committees~~ Each committee shall meet at the call of the chairperson; provided, however, that a majority of the duly appointed committee members may submit a formal request to the chairperson for the calling of a meeting of the committee. Within ~~thirty~~ 30 days following the delivery of such request, the chairperson of the committee shall set a definite date, time, and place for a meeting of the committee and notify all members ~~of such information~~.

Section ~~17~~ 18. *Removal of Committee Members.* The Executive Committee shall have the power to declare committee assignments vacant and to authorize the President to appoint replacements to fill such vacancies, provided that any committee member whose position is declared vacant shall first have ample opportunity to be heard by the Executive Committee, and provided further that no action shall be taken by the Executive Committee in pursuance of this section of the Bylaws which shall contravene any provision of the Constitution of the Association.

Article VII
Checks, Books, and Records

Section 1. *Checks.* All checks drawn against Association funds shall be cosigned by the Treasurer or the President.

Section 2. *Books of Account.* The Association shall keep and maintain correct and complete books and records of account and shall also keep and maintain minutes of the proceedings of the Association's annual conventions and meetings of the Executive Committee. Such books, records, and minutes shall be maintained in the State Office of the Association and may be inspected by any member for any proper purpose with reasonable notice and during normal business hours.

Section 3. *Independent Audit.* The Executive Committee shall cause the books of the Association to be audited at the close of each fiscal year by an independent certified accountant selected by the committee. Copies of the report of the auditor shall be provided to members of the Executive Committee and the Auditing Committee and shall be available in the State Office of the Association for inspection by any member with reasonable notice and during normal business hours.

Article ~~VII~~ VIII
Rules of Procedure

The Association shall have authority to make its own rules of procedure in the conduct of its business. When not otherwise provided, ***Robert's Rules of Order (Newly Revised)*** shall govern parliamentary procedure.

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TWO HOTELS "SOLD OUT;" SOME ROOMS STILL AVAILABLE

With one month remaining before the opening of the 1992 TJCTA convention, more than 1,000 rooms had been reserved at two hotels.

The convention's headquarters hotel in downtown Houston (the Hyatt Regency) and the nearby Doubletree Hotel had both "sold out" of rooms for the TJCTA meeting. About 200 rooms remained available at the Four Seasons Hotel, located a few blocks from the Hyatt Regency, and conveniently accessible through the downtown underground tunnel system—or a short drive.

Persons wishing to reserve hotel accommodations at the Four Seasons should complete the form below and mail it *directly* to the hotel. The reservation form **should not** be sent to the TJCTA State Office, as that will only delay processing. Reservations may also be made by calling the Four Seasons. Callers should identify themselves as TJCTA members in order to receive the special convention rates. Reservations will be processed as they are received, on a first-come, first-served, and "space-available" basis.

The remaining rooms will quite likely be reserved quickly, so persons wishing to stay in the downtown area should act immediately to reserve accommodations...and avoid disappointment.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

45th Annual Convention — Houston, Texas — February 27-29, 1992

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VOLUME XXIII APRIL 1992 NUMBER 4

TJCTA MEMBERSHIP SETS RECORD FOR THIRD STRAIGHT YEAR

For the third consecutive year, membership in the Texas Junior College Teachers Association has passed the 6,000-mark. In each year, the organization has set an all-time record total membership. This year almost 6,300 educators—from every community, junior, and technical college in the state—have enrolled as TJCTA members.

State membership chairperson Deann Merchant of Amarillo College expressed pleasure with the successful membership campaign. The excellent response to this year's membership drive was especially gratifying to Dr. Merchant, who chaired the membership effort the past two years. "The campus representatives did an outstanding job," Dr. Merchant said. "They sent reminders and made personal contacts to be certain every potential member received an invitation to join TJCTA. The campus representatives are really dedicated to the organization, and that commitment is contagious," she said.

The largest increase this year came at Houston Community College, where membership increased from 203 to 287—a gain of 84. Irving Panzer is campus representative at HCC.

Significant membership increases were also reported at San Antonio College, where Ellen Brennan is campus representative, and North Harris College, where Larry Shirts leads the membership effort. Both campuses reported enrollment gains of 32 members over the preceding year.

Membership at Austin Community College increased by 26, under the leadership of Doris Patrick; and a gain of 25 members was reported at Central Texas College, where David Yeilding serves as TJCTA campus representative.

The TJCTA statewide membership total for 1991-92 is 6,277, compared with 6,196 the preceding year.

COLLEGES MIGHT ESCAPE FUNDING CUTS

Texas two-year colleges will probably be spared major reductions in state appropriations during the remainder of the current funding period. That conclusion is based on actions taken by the Legislative Budget Board in its meeting April 21. Various adjustments in the state's budget resulted in savings and spending deferrals designed to avert major across-the-board cuts.

Under provisions of the omnibus spending bill enacted in 1991, cuts of as much as 5.29 percent of the state appropriations to community, junior, and technical colleges were threatened. The LBB actions in April—and promises of further relief in a subsequent meeting—have led to the conclusion that cuts in state funding for two-year schools might be minimized, if not avoided altogether.

Lt. Gov. Bob Bullock

The Legislative Budget Board consists of ten members: five from each house of the Legislature. Representing the Senate are Lt. Gov. Bob Bullock and State Senators John T. Montford (D-Lubbock), Bob Glasgow (D-Stephenville), Chet Brooks (D-Pasadena), and Carl Parker (D-Port Arthur). House members of the panel are Speaker of the House Gib Lewis (D-Fort Worth) and State Representatives Jim Rudd (D-Brownfield), James Hury, Jr. (D-Galveston), Ric Williamson (D-Weatherford), and Hugo Berlanga (D-Corpus Christi).

CURRENT BUDGET PERIOD

Observers give Lt. Gov. Bullock most of the credit for developing the budget changes which alleviated the necessity of major funding cuts. The LBB actions followed months of consistently grim reports and dire predictions of imminent reductions in state funds for higher education.

The measures the board adopted came "within striking range" of the goal of $300 million in total reductions, said Sen. Montford, chairman of the Senate Finance Committee. Totaling $226.5 million, the cuts are comprised largely of items which had been budgeted for more than the actual costs they incurred. Also, some cuts will delay capital outlays for building and building maintenance, and delay the implementation of new programs.

Cuts to Lamar University, Texas State Technical College, and community junior colleges amount to $3.8 million. These cuts are attributable to lower student enrollments and contact hours than originally anticipated. TJCTA President Marilyn Lancaster noted that these adjustments are routinely made at this time of year, and by themselves should not result in a cut in services.

Marilyn Lancaster

Some lawmakers are optimistic that no cuts in services will be required in this budget period, which ends August 31, 1993. However, even after these cuts legislators still must find $73.5 million more when they meet again in May to meet the target of $300 million. Lt. Gov. Bullock warns "We're not nearly through looking at this budget," he said. "If you look at these items we are looking at, there's not a great deal of controversy on them. But there will be. I can assure you we've got some tough, hard choices."

He believes, however, the budget process is on the right track. "In my viewpoint," he said, "it's much better to look at particular items to find money than to

(Continued on page 3)

PRESIDENT'S MESSAGE

What a year!

TJCTA has experienced another great and productive year. We have reached our all-time membership high—6277 members. Think of that: six thousand two hundred seventy-seven members!

For each of our last three years we have grown in strength of membership, even though I came into office as a skeptic. I believed that the slow economy over the last few years would prevent us from breaking last year's record of 6,196.

Let's give credit where it's due: first to our state membership chairperson Deann Merchant, who last August inspired our campus membership representatives to strive once more to increase membership on each campus; and second to these campus representatives who took her challenge to heart and went over the top of our goal of 6,200.

Thirty colleges increased their campus membership over last year's.

Membership is important because in numbers there is safety; so is there strength. Let the legislature convening in January 1993 know that we are strong and we are determined.

We have had two excellent meetings this year: the Conference for Faculty Organization Leaders last September and, of course, our Annual Convention in February. Much has been gained by those who participated in these two meetings. Plans have already begun for this year's Conference for Faculty Organization Leaders. It will be held in Austin, October 2-3, 1992. Our 46th annual convention will be held February 18-20, 1993, also in Austin.

The Executive Committee has worked hard to make sure that a proper foundation was laid for smooth operation of activities in the State Office, and the commission for each of the committees was structured properly to ensure committee interaction. David Clinkscale, Marilyn Lancaster, Brian Dille, Scott Nelson, and Pat Green have served you well this year. A newcomer to the Executive Committee, David Wilcox, will be joining the committee as the State Treasurer.

David Clinkscale will be leaving the Executive Committee after having served for six years; in addition, Dave previously served on various other TJCTA committees for four years. I owe Dave a special word of thanks for all the help he has given me during the past year and for the years he has served the Association, especially during the 1991 legislative session.

Our state committees have been busy throughout the year and have made progress in building our Association into an even stronger one. I extend thanks to each committee member and to the chairperson of each committee for the leadership that they have demonstrated. The chairpersons for the past year were Ellen Brennan, Professional Development Committee; David Castles, Legislative Committee; Anna Holston, Membership Services Committee; Ronnie Hall, Nominating Committee; David Wilcox, Resolutions Committee; Joe Kingcade, Auditing Committee; Susie Sutton, Registration Committee; Emmeline Dodd, Social Committee; Dick Lancaster, Editorial Review Board; Bob McKinley, *Ad Hoc* Election Committee; and Larry Bell, *Ad Hoc* Committee on Constitutional Revision.

With the legislature convening next January, community, junior, and technical colleges must stress to their senators and representatives the important role we play in educating the majority of freshmen and sophomore students. Yes, budget constraints will be a prime issue. TJCTA will be battling for additional state funding; we must all remember, however, that the battle begins in our own backyard. We must show our local senators and representatives that we are aware of this uphill battle.

With a concerted and united effort, we can help make two-year colleges the champions of quality education. To this end, Robert J. Kibbee, Chancellor of the City University of New York, wrote, "Over the years we have come to identify quality in a college not by whom it serves but by how many students it excludes. Let us not be a sacred priesthood protecting the temple, but rather the fulfillers of dreams."

With the spring semester now closing, I trust that your semester has been good and that you have helped to fulfill some of your students' dreams.

I close with an expression of heartfelt appreciation to all of you who helped make this a highly successful year for TJCTA and a year of memorable personal experiences for me.

Steve Dutton

TJCTA STATE OFFICE TO RELOCATE IN JUNE

Plans are now underway for the relocation of the TJCTA State Office. The move is expected to take place in early June.

The State Office has been at its present location at the Pinnacle building in southwest Austin for the past six years. However, as Austin Community College, which bought the building last fall, continues to move classes to the building, it has become necessary for the Association to move to a new location.

The state office headquarters will move to the Barton Oaks Plaza (Building I, Suite 410), located at 901 MoPac Expressway South—near the intersection of MoPac and Bee Caves Road. The new telephone and fax numbers will be announced as soon as they are known. The toll-free "800" number will remain the same (1-800-288-6850).

EDITORIAL POLICY

1. The *TJCTA Messenger* provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the *Messenger*. Publicity accorded to a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-contrast original of the manuscript with the author's name only on a separate cover sheet.

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6. Manuscripts should be sent to: Chairperson, TJCTA Publications Committee, 901 MoPac Expressway South, Building I, Suite 410, Austin, Texas 78746-5747. Authors should retain copies of their manuscripts for their files.

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STEVE DUTTON
President

CHARLES L. BURNSIDE
Editor-Executive Director

FUNDING CUTS DELAYED

(Continued from page 1)

across-the-board cuts. The good programs as well as the bad ones get cuts under across-the-board cuts," Mr. Bullock said.

IN THE LONG RUN

While two-year college advocates were breathing a collective sigh of relief that immediate major cuts in state funding have evidently been avoided, they are acutely aware that the 1993 legislative session will pose real and serious threats. "This is only a reprieve," said TJCTA State President Marilyn Lancaster. Cuts in state funds for the current fiscal year (ending August 31, 1992) and for the second year of the biennium (Sept. 1, 1992-August 31, 1993) will evidently be minimal.

"However, the Legislature which will convene next January to formulate a budget for the 1993-1995 biennium will be facing a financial shortfall of gigantic proportions," Mrs. Lancaster said. "I have not spoken to a single individual who doubts that Texas higher education will be facing the greatest imaginable challenges in its struggle to obtain adequate state funding to maintain current levels of service. And no one, it seems, believes there is any realistic prospect of acquiring state appropriations to allow for growth in student enrollments and expansion in programs," Mrs. Lancaster said.

Speculation about budget reductions for the next biennium suggests possibly severe cuts. In a letter to college presidents, Nancy Atlas, chair of the Texas Higher Education Coordinating Board, warned institutions of higher education to prepare for cuts as large as ten percent.

The Legislative Budget Board in early March indicated budget reductions could result in a cut in services. In a letter dated March 6, the Board instructed agency administrators to begin planning for less appropriations. "Innovations for greater efficiency and setting priorities are essential," the letter stated. "But even optimal efficiency and priority setting will not totally close the gap. You [the agency heads] will be responsible for recommending to the Legislature in your appropriations request how you will operate your agency at your current appropriations amount or less. You must identify programs in your agency which can be cut back or eliminated to live within the revenue constraints."

As prison costs and public school financing continue to dominate the state budget, increasing pressure will be placed upon other government agencies.

Sen. Glasgow said state lawmakers will face in the next regular session a $5 billion shortfall to continue the current level of services for the next biennium. Without additional revenues, he said, that would mean "some significant service cuts."

PERFORMANCE FUNDING

In the 1993 legislative session a major funding issue is expected to come before the legislature that would certainly affect state appropriations for higher education.

> ***The budgetary pressures to come will test the commitment of legislators to the cause of higher education in Texas.***

This issue, "performance funding," is an approach to allocating state dollars which bases funding on "outputs" and "outcomes," rather than "inputs;" dollars are awarded based on results, rather than need. For example, in the past universities received money based on such things as total number of students enrolled, the number of degree programs, and the total square footage of building space the college had—in short, funding was designed to cover the costs of providing educational services.

Under performance funding a school would receive a portion of its state funds according to such things as the percentage of students who continue to graduation or certification, some measure of students' "employability," or a school's efficient use of classroom space. Rather than base funding on costs, this approach rewards an institution for achieving certain specified goals efficiently.

While this concept appears to offer certain benefits, many have questioned its practicality in the real world. Many are concerned that performance measures will encourage a kind of "teaching-to-the-test" mentality. Rather than placing long-term priorities first, institutions will be forced to pursue dollars granted according to policies which do not look more than a semester ahead.

Thomas Hochstettler of the University of Houston System warns, "There is a danger that in a time of scarce resources, decisions could be made that cater to short-term statistical requirements rather than to the best long-term interests of the institution and the state. Colleges and universities must have some flexibility in their policy-making process and, under extraordinary circumstances, be given the freedom to make decisions that run counter to their performance measures without fear of financial penalty."

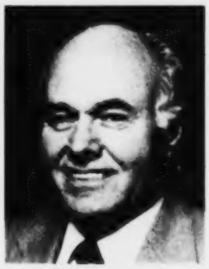
Shirley Chater, President of Texas Woman's University, notes that the performance funding program as it is currently proposed would withhold formula funds from schools which fail to meet performance standards, rather than increase funding to schools which do. President Chater said, "Most states using performance-based funding *do so as an incentive, add-on amount* to the base budget," rather than deducting funds from the formula amount they would have otherwise received. In an environment of lean state appropriations, using performance funding as a stick, rather than a carrot, encourages the perception that it is nothing more than a budget-cutting instrument. This, it is feared, can create an atmosphere of competition rather than cooperation.

The view of most observers of higher education is that, while many dangers lie ahead, its lot for the near future, if not robust, is at least healthy. It appears that higher education has avoided the financial catastrophe many had predicted for the short-term. But in the long-term, the prospects for colleges and universities are still very much in question. And the budgetary pressures to come will test the commitment of legislators to the cause of higher education in Texas.

ACTS at the Inn of the Mountain Gods

Carl Fowler
Professor of English
Amarillo College

Patterned after the master teaching seminar sponsored by the Texas Association of Staff, Professional, and Organizational Development (TASPOD), itself patterned after Roger Garrison's master teaching seminars, Amarillo College has held its own seminar for excellent teaching (ACTS) in May of each year since 1988 at the Inn of the Mountain Gods on the Mescalero Apache lands near Ruidoso, New Mexico. We believe the Amarillo College seminar to be the first master teaching seminar of its type conducted in the state of Texas, perhaps the nation, solely for the faculty of one institution. Nine college divisions and fourteen departments are represented at the seminar, an olio of disparate teaching experience and educational backgrounds, an ideal mixture of participants believed necessary for the successful exchange of innovative teaching practices. The diversity of the participants also provides a forum for exploring methods to deal with teaching challenges.



Carl Fowler

The concept for ACTS developed after two Amarillo College faculty members attended the May 1986 TASPOD Round-up for Great Teaching near Kerrville, Texas. The inspiration derived from this experience motivated the two to propose to the Amarillo College administration that the college develop its own seminar. In the fall semester of 1987, the president of the college and vice president/dean of instruction gave their unqualified, enthusiastic support to the proposal; and with the considerable assistance of the staff development coordinator, ACTS became a reality. The two faculty members were chosen coordinators of the seminar, and the staff development coordinator was charged with handling the logistics necessary for the success of the seminar.

Early each spring prior to the seminar, the staff requests that division chairpersons select by whatever method they desire two of their division faculty to participate in the seminar, the selections to be completed by March 31. Added to the division selections are the nominee for Piper Professor and the recipient of the annual Amarillo College Teaching Excellence Award. On April 1 those selected are notified and given information to prepare them for the seminar. If any of those selected cannot participate in the seminar, the staff selects the desired number of participants from other faculty members, making certain, however, to maintain the variety of teaching experience through departmental selection.

The participants arrive at the Inn of the Mountain Gods mid-afternoon of the scheduled day, and that evening at the organizational meeting choose the topics for the seminar and set the agenda for the following two days. Although the experience of attending a seminar initially unstructured is a new one for most of the participants, they quickly adjust to the format, and begin to benefit from the interchange of professional insight, observations, and practices concerning teaching. Even though the participants teach at the same college and most know each other before the seminar, the sessions are eye-opening in that one-dimensional acquaintances become multifaceted personalities, revelations more often exciting than disappointing. The group soon assimilates the few faculty new to the college so that they have little opportunity to feel as though they are strangers in a strange land. As a matter of fact, the "new" rapidly become "old" and lose their reluctance to contribute to the sessions.

In addition to closer relationships engendered through the shared experiences of an intense three days of eating together, relaxing together, talking together, the participants also receive a great deal of professional insight into the workings of the faculty and the college, knowledge that they may have been heretofore unaware of. The participants learn that each faculty member provides a strong resource for other faculty members and that the disappointments of teaching are generally common to all, a revelation that offers support to those faculty who often feel that they are alone in the classroom, in the college, and perhaps in the universe. There is, as we know, comfort in numbers.

The benefits accrued from ACTS are several. Upon returning to campus, many participants have experimented with the innovative teaching techniques which they were exposed to at the seminar. Even though the participants may have been acquainted with the various techniques discussed prior to their attending the seminar, some were not quite sure how to implement the techniques within their classes. By discussing such methods as team teaching, collaborative learning, and writing across the curriculum, the participants have been able to apply the methods to their own teaching. In addition, the interdisciplinary nature of the seminar provides better communication between the disciplines and expands the knowledge of the participants concerning college policies and mission.

ACTS has become an annual affair for Amarillo College, a seminar to which attendance is coveted by the faculty. The excitement and professional exchange provided by the seminar is a celebration of teaching, an occasion when by faculty can review the original impetus which led them to teach. Perhaps most importantly, however, they can feel good about themselves.

Mr. Fowler holds the Bachelor of Arts degree from Texas A&I University and the Master of Arts degree from West Texas State University. In 1973 he organized one of the first English writing labs in the state at Amarillo College, and was its director for twelve years. He has been a member of the English faculty at Amarillo College for the past 26 years. He was president of the first Amarillo College Faculty Senate, and has been actively involved in staff development and faculty evaluation for many years. Mr. Fowler is currently co-director of ACTS.

Bookphile: Radio Booktalk at Amarillo College

Terry Stewart-Huber
Assistant Professor of English
Amarillo College

Some people's methods of achieving happiness are noteworthy. Keeping Imelda Marcos happy requires endless hours of shoe shopping; keeping Liz Taylor happy requires a steady supply of diets and husbands. My needs are much simpler than the needs of those celebrity figures: just give me time each day to read, talk about, or buy books! It's easy to understand, then, why I so happily embraced what others might have seen as yet another time-consuming, non-teaching project: the creation of a campus produced book review radio program, *Bookphile*.

Terry Stewart-Huber

The idea for *Bookphile* sprang from an internal self-study conducted by the Amarillo College English Department. One of many ideas that grew out of our discussions about how to more effectively reach out to the Amarillo community was the idea of a departmentally sponsored radio show, aired on our campus radio station, KACV-90, that would spotlight new or not-so-new books. Since book talk is right up my alley, I quickly volunteered to work on developing such a program.

After meeting with staff members of the radio station, my department head and I shaped this rather vague idea into what it is today: a five minute program that airs every Thursday evening at 7:55. In those five minutes I interview local community members on their recent favorite or not-so-favorite reads. The AC administration supported this venture whole-heartedly; I even received release time (through a faculty development grant) in the spring of 1990 to develop, plan, and publicize the program. Coming up with the name, however, took more creativity than I possess, so I conducted a departmental contest. Department members submitted possible names, and the winning name was chosen by the staff of KACV-FM. The winner received a $20 gift certificate to a local bookstore. After a semester of work (including writing articles for the local paper, designing a promotional flyer, appearing on local early morning talk shows, and planning a year's worth of guests), I launched *Bookphile* in April of 1990, and it has been running ever since.

Often I'm asked how I find or choose guests for the show. That's easy: I just contact any Amarilloan who I think or know is a big reader. The Amarillo mayor has been on the program as well as Amarillo's Senator Teel Blevins. The pastor of Amarillo's largest Episcopal church reviewed one of Susan Howatch's novels and even admitted on the air that when caught up in the book he had cancelled appointments with parishioners so that he could keep reading. Members of the Amarillo College faculty, administration, and staff have been *Bookphile* guests, as have faculty members and the president of the nearby four-year college, West Texas State University.

I also encourage all guests to discuss whatever book they'd like, so we've covered everything from mysteries, to self-help books, to serious novels, to collections of essays and poetry. The director of our local Planned Parenthood reviewed, of all things, a catalog of native plants. (Surprisingly, this was one of my liveliest interviews!)

Another question I'm regularly asked is if five minutes is enough time for a program of this sort. I admit having the same concern at first, but five minutes is just enough time to whet a listener's reading appetite; if the program were much longer, we'd tell the listeners too much about the book, and they wouldn't need or want to read it.

The most satisfying part of hosting and producing *Bookphile* is that it has developed a nice-sized audience of listeners. About four months after *Bookphile* first aired, I called a local attorney to ask her to be on the program. She said, "Oh, yes, *Bookphile*. I listen to that every week!" Another listener sent a message via my husband that he, too, was a "fan" and would like to be on the show sometime. I discovered recently that our favorite bank teller is also a listener! And, because many listeners contact our campus library to check out the books we discuss, I regularly send the library staff our calendar of programs so that they can have the books on hand.

Too often, community college faculty are wrapped up in many campus projects that, while important and valuable, aren't always a lot of fun. I've discovered that the pleasure I derive from *Bookphile* makes me a better teacher and a better member of all those other committees I serve on and projects I'm a part of.

Ms. Stewart-Huber holds the Bachelor of Arts degree from Oklahoma State University and the Master of Arts from Central State University. She is an Assistant Professor of English at Amarillo College, where she has taught for the past 10 years. She developed the college's English placement test, and was the former coordinator of the Amarillo Adult Literacy Council. Ms. Stewart-Huber has been the host of Bookphile *for three years.*

Plan to Attend

13th Annual
TJCTA Conference for Faculty Organization Leaders

Austin
October 2-3, 1992

COMPARISON OF FALL HEADCOUNT ENROLLMENTS — 1971-1991

Texas Community, Junior, and Technical Colleges

INSTITUTION	HEADCOUNT ENROLLMENT — FALL SEMESTER *(Semester Length Credit Courses Only)*																					NET CHANGE Fall 1991 over Fall 1990		NET CHANGE Fall 1991 over Fall 1981	
	1971	*1972*	*1973*	*1974*	*1975*	*1976*	*1977*	*1978*	*1979*	*1980*	*1981*	*1982*	*1983*	*1984*	*1985*	*1986*	*1987*	*1988*	*1989*	*1990*	*1991*	*Number*	*Percent*	*Number*	*Percent*
Alamo Community College District	18,607	18,964	21,191	23,811	28,808	27,939	27,579	27,307	27,386	27,157	25,850	27,462	29,227	28,382	28,017	27,536	29,727	32,044	30,299	31,235	31,404	+ 169	+ 0.54%	+ 5,554	+ 17.78%
Palo Alto College	—	—	—	—	—	—	—	—	—	—	—	—	—	—	(271)	(1,249)	(2,538)	(3,709)	(3,960)	(4,755)	(5,472)	(+ 717)	(+ 15.08%)	(—)	(—)
St. Philip's College	(3,031)	(3,167)	(4,217)	(4,938)	(7,106)	(6,723)	(6,823)	(6,772)	(6,776)	(6,780)	(6,264)	(6,702)	(7,081)	(6,125)	(5,680)	(5,801)	(6,063)	(6,026)	(5,632)	(5,543)	(5,840)	(+ 297)	(+ 5.36%)	(− 424)	(− 7.65%)
San Antonio College	(15,576)	(15,797)	(16,974)	(18,873)	(21,702)	(21,216)	(20,756)	(20,535)	(20,610)	(20,377)	(19,586)	(20,760)	(22,146)	(22,257)	(22,066)	(21,846)	(21,126)	(22,309)	(20,707)	(20,937)	(20,092)	(− 845)	(− 4.04%)	(+ 506)	(+ 2.42%)
Alvin Community College	1,808	1,631	1,900	1,993	2,480	2,465	2,651	2,974	2,768	3,023	3,024	3,724	4,034	3,921	3,938	3,918	4,243	4,152	3,906	3,892	3,986	+ 94	+ 2.42%	+ 962	+ 24.72%
Amarillo College	2,991	3,198	3,342	3,663	4,207	4,147	4,093	4,102	4,571	4,955	5,309	5,670	6,099	5,843	5,049	5,104	5,236	5,369	5,617	5,905	6,560	+ 655	+ 11.09%	+ 1,251	+ 21.19%
Angelina College	1,026	1,116	1,023	1,263	1,573	1,929	2,069	2,214	1,939	2,043	2,099	2,172	2,694	2,471	2,413	2,527	2,618	2,941	2,989	3,137	3,094	− 43	− 1.37%	+ 995	+ 31.72%
Austin Community College	—	—	1,793	4,684	6,688	6,519	7,770	9,140	11,036	12,537	13,158	15,371	16,674	17,807	17,549	18,340	19,905	21,378	23,067	24,009	22,976	− 1,033	− 4.30%	+ 9,818	+ 40.89%
Bee County College	1,034	1,173	1,407	1,572	2,148	1,934	1,668	1,545	1,579	1,537	1,675	1,792	1,881	1,847	1,639	2,141	2,201	2,550	2,375	2,250	2,267	+ 17	+ 0.76%	+ 592	+ 26.31%
Blinn College	1,661	1,782	1,775	1,604	2,032	2,131	2,332	2,539	2,478	2,502	2,793	3,160	3,380	3,499	3,718	4,132	5,178	5,915	6,471	6,930	7,333	+ 403	+ 5.82%	+ 4,540	+ 65.51%
Brazosport College	1,601	1,654	1,929	2,313	2,785	3,048	3,278	3,453	3,643	3,660	3,679	3,616	3,606	3,603	3,467	3,269	3,352	3,550	3,611	3,460	3,638	+ 178	+ 5.14%	− 41	− 1.18%
Central Texas College	4,011	4,834	3,569	3,499	4,228	4,701	4,529	4,545	4,170	4,527	4,383	4,667	5,132	4,765	5,803	5,452	5,048	5,224	5,250	4,336	6,880	+ 2,544	+ 58.67%	+ 2,497	+ 57.59%
Cisco Junior College	894	885	878	953	1,357	1,459	1,517	1,602	1,518	1,448	1,371	1,492	1,650	1,565	1,573	1,531	1,690	1,884	1,884	2,087	2,358	+ 271	+ 12.99%	+ 987	+ 47.29%
Clarendon College	423	425	361	350	475	453	359	503	512	625	554	686	735	739	652	671	720	798	773	887	687	− 200	− 22.55%	+ 133	+ 14.99%
College of the Mainland	1,335	1,544	1,565	1,891	2,164	2,080	2,235	2,504	2,362	2,492	2,621	2,986	2,883	2,865	3,080	3,243	3,309	3,522	3,569	3,518	3,740	+ 222	+ 6.31%	+ 1,119	+ 31.81%
Collin County Community College District	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,390	3,836	4,896	7,003	8,546	8,978	9,729	+ 751	+ 8.36%	—	—
Cooke County College	1,911	2,264	2,007	1,983	1,771	1,600	1,587	1,561	1,487	1,492	1,539	1,719	1,673	1,681	1,636	2,240	2,443	2,929	3,055	3,070	3,368	+ 298	+ 9.71%	+ 1,829	+ 59.58%
Dallas County Community College District	16,438	19,990	22,608	26,484	33,167	32,790	36,297	37,959	39,125	41,548	45,363	50,063	49,437	47,123	46,366	46,094	48,213	50,015	51,338	51,826	55,224	+ 3,398	+ 6.56%	+ 9,861	+ 19.03%
Brookhaven College	—	—	—	—	—	—	—	(3,489)	(4,391)	(5,217)	(5,889)	(6,839)	(6,951)	(6,659)	(6,772)	(7,191)	(7,156)	(7,653)	(7,973)	(8,402)	(9,016)	(+ 614)	(+ 7.31%)	(+ 3,127)	(+ 37.22%)
Cedar Valley College	—	—	—	—	—	—	(1,259)	(1,570)	(1,746)	(1,822)	(2,193)	(2,343)	(2,323)	(2,174)	(2,297)	(2,479)	(2,806)	(3,002)	(3,081)	(2,986)	(3,390)	(+ 404)	(+ 13.53%)	(+ 1,197)	(+ 40.09%)
Eastfield College	(5,902)	(6,214)	(6,116)	(6,895)	(8,461)	(7,835)	(7,974)	(7,621)	(7,647)	(8,098)	(8,349)	(9,025)	(8,759)	(8,668)	(8,302)	(8,290)	(8,935)	(9,225)	(9,535)	(9,524)	(10,018)	(+ 494)	(+ 5.19%)	(+ 1,669)	(+ 17.52%)
El Centro College	(6,655)	(6,101)	(6,025)	(6,099)	(7,241)	(7,247)	(7,092)	(5,882)	(5,969)	(6,195)	(6,757)	(7,084)	(6,585)	(5,745)	(5,409)	(5,126)	(5,415)	(5,828)	(6,034)	(6,178)	(5,954)	(− 224)	(− 3.63%)	(− 803)	(− 13.00%)
Mountain View College	(3,881)	(4,165)	(4,232)	(5,233)	(6,658)	(6,510)	(5,556)	(5,056)	(5,137)	(5,091)	(5,585)	(5,814)	(5,790)	(5,244)	(4,908)	(4,938)	(4,942)	(5,756)	(6,063)	(6,110)	(6,600)	(+ 490)	(+ 8.02%)	(+ 1,015)	(+ 16.61%)
North Lake College	—	—	—	—	—	—	(2,823)	(3,503)	(3,466)	(3,732)	(4,437)	(5,079)	(4,882)	(5,165)	(5,469)	(5,483)	(5,462)	(5,828)	(5,850)	(6,180)	(6,855)	(+ 675)	(+ 10.92%)	(+ 2,418)	(+ 39.13%)
Richland College	—	(3,510)	(6,235)	(8,257)	(10,807)	(11,198)	(11,593)	(10,838)	(10,769)	(11,393)	(12,153)	(13,879)	(14,147)	(13,468)	(13,209)	(12,835)	(12,634)	(12,723)	(12,802)	(12,446)	(13,391)	(+ 945)	(+ 7.59%)	(+ 1,238)	(+ 9.95%)
Del Mar College	4,573	4,412	5,188	5,689	6,615	6,479	6,807	6,646	6,915	6,994	7,110	7,407	8,330	8,400	8,664	8,927	9,394	9,944	10,258	10,521	11,134	+ 613	+ 5.83%	+ 4,024	+ 38.25%
El Paso Community College	816	2,551	4,835	6,755	9,008	8,741	8,644	11,888	12,259	11,817	11,090	11,833	12,674	13,604	13,579	13,572	14,040	14,938	16,541	17,149	16,838	− 311	− 1.81%	+ 5,748	+ 33.52%
Frank Phillips College	562	480	563	680	767	615	595	670	591	892	804	891	913	920	892	844	873	963	977	961	968	+ 7	+ 0.73%	+ 164	+ 17.07%
Galveston College	1,290	1,537	1,453	1,613	1,627	1,651	1,535	1,639	1,555	1,532	1,531	1,803	1,740	1,956	1,727	2,020	1,892	2,193	2,060	2,112	2,117	+ 5	+ 0.24%	+ 586	+ 27.75%
Grayson County College	2,795	2,752	3,088	3,616	4,431	3,772	3,648	3,903	3,446	3,537	3,855	4,462	4,601	4,637	3,164	3,151	3,140	3,515	3,447	3,172	3,407	+ 235	+ 7.41%	− 448	− 14.12%
Hill College	673	569	642	689	761	853	794	806	739	703	655	857	958	1,158	1,101	1,356	1,228	1,533	1,533	1,634	1,758	+ 124	+ 7.59%	+ 1,103	+ 67.50%
Houston Community College	208	3,259	4,579	6,730	9,227	9,510	10,309	11,114	12,594	13,069	16,368	19,408	18,653	18,792	20,037	19,339	21,025	23,805	26,191	28,908	31,390	+ 2,482	+ 8.59%	+ 15,022	+ 51.96%
Howard County Junior College District	—	—	—	—	—	—	—	—	—	1,076	1,123	1,136	1,301	1,236	1,156	1,217	1,447	1,640	1,715	2,340	2,424	+ 84	+ 3.59%	+ 1,301	+ 55.60%
Howard College	(1,055)	(1,013)	(1,267)	(1,317)	(1,574)	(1,482)	(1,097)	(1,151)	(1,005)	(1,076)	(991)	(1,020)	(1,168)	(1,124)	(1,065)	(1,121)	(1,340)	(1,526)	(1,596)	(2,215)	(2,324)	(+ 109)	(+ 4.92%)	(+ 1,333)	(+ 60.18%)
Southwest Collegiate Institute for the Deaf	—	—	—	—	—	—	—	—	—	—	(132)	(116)	(133)	(112)	(91)	(98)	(121)	(114)	(119)	(125)	(100)	(− 25)	(− 20.00%)	(− 32)	(− 25.60%)
Jacksonville College	155	182	191	231	268	253	300	303	326	279	271	300	322	240	235	209	250	266	252	261	317	+ 56	+ 21.46%	+ 46	+ 17.62%
Kilgore College	2,664	2,651	2,908	2,952	3,631	3,696	3,715	3,849	3,973	4,097	4,180	4,389	4,543	4,469	3,885	3,937	4,305	4,288	4,599	4,443	4,424	− 19	− 0.43%	+ 244	+ 5.49%
Laredo Junior College	2,098	2,405	2,509	2,788	3,266	3,206	3,292	3,030	2,981	3,107	3,229	3,536	4,179	4,038	4,024	4,106	4,463	4,891	4,982	5,122	5,379	+ 257	+ 5.02%	+ 2,150	+ 41.98%
Lee College	3,422	3,355	3,476	3,489	4,151	4,147	4,077	4,371	4,493	4,353	4,202	4,637	4,925	4,581	4,327	4,312	4,755	4,947	5,000	5,361	5,739	+ 378	+ 7.05%	+ 1,537	+ 28.67%
Lon Morris College	398	356	307	312	321	299	288	321	368	350	322	294	325	300	281	282	352	341	369	322	323	+ 1	+ 0.31%	+ 1	+ 0.31%
McLennan Community College	2,420	2,459	2,499	2,808	3,468	3,516	3,514	3,540	3,771	3,849	3,884	4,071	4,296	4,509	4,393	4,664	5,158	5,345	5,469	5,598	5,770	+ 172	+ 3.07%	+ 1,886	+ 33.69%
Midland College	—	—	1,268	1,523	2,039	2,122	2,180	2,201	2,527	2,695	2,784	3,230	3,350	3,501	3,496	3,659	3,744	3,680	3,863	3,992	4,115	+ 123	+ 3.08%	+ 1,331	+ 33.34%
Navarro College	1,068	1,008	950	1,204	1,645	1,766	1,906	1,771	1,434	2,227	1,619	2,357	2,359	2,816	1,664	2,053	1,999	2,310	2,631	2,827	2,930	+ 103	+ 3.64%	+ 1,311	+ 46.37%
North Harris Montgomery County College District	—	—	609	1,222	2,224	3,109	4,337	5,307	5,623	6,625	7,591	9,495	10,222	10,954	11,288	11,342	11,719	13,301	14,040	15,817	17,188	+ 1,371	+ 8.67%	+ 9,597	+ 60.68%
Northeast Texas Community College	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,395	1,614	1,558	1,673	1,678	1,769	1,825	+ 56	+ 3.17%	—	—
Odessa College	3,834	4,083	3,150	3,176	3,554	3,603	3,469	3,807	3,670	3,820	3,696	4,098	4,486	4,827	4,225	4,408	4,760	4,732	4,593	5,000	4,842	− 158	− 3.16%	+ 1,146	+ 22.92%
Panola Junior College	660	617	565	607	676	763	847	866	864	813	765	950	1,099	1,140	1,042	1,158	1,281	1,251	1,369	1,381	1,381	0	0.00%	+ 616	+ 44.61%
Paris Junior College	941	1,001	1,253	1,379	1,796	1,790	1,836	1,873	2,129	1,951	1,828	1,982	2,220	2,102	1,876	2,017	2,269	2,218	2,242	2,322	2,477	+ 155	+ 6.68%	+ 649	+ 27.95%
Ranger Junior College	442	394	493	525	622	648	639	722	717	717	558	642	566	672	521	654	596	635	631	726	741	+ 15	+ 2.07%	+ 183	+ 25.21%
San Jacinto Junior College District	6,995	7,425	7,559	8,103	11,038	12,320	12,261	12,219	12,929	14,037	15,206	16,642	16,361	16,643	16,546	16,725	16,837	17,368	16,856	18,618	19,594	+ 976	+ 5.24%	+ 4,388	+ 23.57%
Central Campus	(6,995)	(7,425)	(7,559)	(8,103)	(11,038)	(12,320)	(9,886)	(9,632)	(9,103)	(9,389)	(9,370)	(10,028)	(9,278)	(9,321)	(9,026)	(9,219)	(9,147)	(9,317)	(9,130)	(9,768)	(10,064)	(+ 296)	(+ 3.03%)	(+ 694)	(+ 7.10%)
North Campus	—	—	—	—	—	—	(2,375)	(2,587)	(2,680)	(2,777)	(3,057)	(3,566)	(3,622)	(3,542)	(3,471)	(3,365)	(3,392)	(3,448)	(3,250)	(3,673)	(3,955)	(+ 282)	(+ 7.68%)	(+ 898)	(+ 24.45%)
South Campus	—	—	—	—	—	—	—	—	(1,146)	(1,871)	(2,779)	(3,048)	(3,461)	(3,780)	(4,049)	(4,236)	(4,298)	(4,603)	(4,476)	(5,177)	(5,575)	(+ 398)	(+ 7.69%)	(+ 2,796)	(+ 54.01%)
South Plains College	1,685	1,738	1,750	2,010	2,493	2,542	2,469	2,731	2,760	2,840	2,955	3,200	3,451	3,532	3,502	3,517	4,044	4,302	4,667	5,009	5,533	+ 524	+ 10.46%	+ 2,578	+ 51.47%
Southwest Texas Junior College	1,261	1,284	1,500	1,577	1,990	1,982	2,089	1,991	2,063	2,192	2,013	2,184	2,301	2,452	2,216	2,378	2,297	2,450	2,397	2,633	2,676	+ 43	+ 1.63%	+ 663	+ 25.18%
Tarrant County Junior College District	12,123	12,510	13,500	15,561	19,802	19,203	19,554	19,018	19,431	21,148	23,114	26,156	27,916	26,365	24,115	24,540	24,932	26,257	27,531	28,517	28,893	+ 376	+ 1.32%	+ 5,779	+ 20.27%
Northeast Campus	(5,185)	(5,758)	(6,182)	(7,345)	(8,761)	(8,085)	(7,945)	(8,042)	(7,893)	(8,644)	(9,492)	(10,909)	(11,535)	(11,009)	(10,006)	(10,178)	(10,445)	(11,333)	(12,118)	(12,406)	(12,706)	(+ 300)	(+ 2.42%)	(+ 3,214)	(+ 25.91%)
Northwest Campus	—	—	—	—	(975)	(2,324)	(2,946)	(3,081)	(3,296)	(3,625)	(3,997)	(4,550)	(4,983)	(4,752)	(4,337)	(4,295)	(4,665)	(4,613)	(5,025)	(5,331)	(5,226)	(− 105)	(− 1.97%)	(+ 1,229)	(+ 23.05%)
South Campus	(6,938)	(6,752)	(7,318)	(8,216)	(10,066)	(8,794)	(8,663)	(7,895)	(8,242)	(8,879)	(9,625)	(10,697)	(11,398)	(10,604)	(9,772)	(10,098)	(9,822)	(10,311)	(10,388)	(10,780)	(10,961)	(+ 181)	(+ 168.00%)	(+ 1,336)	(+ 12.39%)
Temple Junior College	1,204	1,282	1,223	1,542	1,795	1,793	1,944	2,091	2,048	2,278	2,230	2,324	2,280	2,333	2,245	2,031	2,260	2,381	2,400	2,269	2,275	+ 6	+ 0.26%	+ 45	+ 1.98%
Texarkana College	2,067	2,055	2,158	2,311	2,982	2,925	3,154	3,091	3,193	3,086	3,203	3,418	3,720	3,585	3,298	3,380	3,659	3,751	3,814	3,894	4,025	+ 131	+ 3.36%	+ 822	+ 21.11%
Texas Southmost College	1,569	2,065	2,363	2,790	3,702	3,691	3,852	3,829	4,061	4,268	4,201	4,193	4,764	4,893	4,693	5,101	5,224	5,522	5,750	5,629	5,916	+ 287	+ 5.10%	+ 1,715	+ 30.47%
Texas State Technical College	—	—	—	—	—	—	—	—	—	6,781	7,448	9,021	8,785	8,548	8,667	9,062	8,896	8,380	8,408	8,215	7,791	− 424	− 5.16%	+ 343	+ 4.18%
TSTC–Waco	—	—	—	—	—	—	—	—	—	(4,234)	(4,588)	(5,186)	(5,001)	(4,569)	(4,475)	(4,768)	(4,508)	(4,051)	(4,014)	(3,823)	(3,534)	(− 289)	(− 7.56%)	(− 1,054)	(− 27.57%)
TSTC–Amarillo	—	—	—	—	—	—	—	—	—	(792)	(884)	(1,166)	(1,065)	(1,118)	(1,105)	(1,051)	(973)	(889)	(720)	(660)	(566)	(− 94)	(− 14.24%)	(− 318)	(− 48.18%)
TSTC–Harlingen	—	—	—	—	—	—	—	—	—	(1,421)	(1,568)	(1,921)	(2,081)	(2,359)	(2,487)	(2,586)	(2,599)	(2,666)	(2,786)	(2,904)	(2,976)	(+ 72)	(+ 2.48%)	(+ 1,408)	(+ 48.48%)
TSTC–Sweetwater	—	—	—	—	—	—	—	—	—	(334)	(408)	(748)	(638)	(502)	(600)	(657)	(816)	(774)	(888)	(828)	(715)	(− 113)	(− 13.65%)	(+ 307)	(+ 37.08%)
Trinity Valley Community College	1,297	1,312	1,219	1,481	1,942	2,190	2,150	2,348	2,496	2,875	2,605	3,220	3,518	3,795	3,465	3,498	3,490	4,001	3,820	3,931	4,236	+ 305	+ 7.76%	+ 1,631	+ 41.49%
Tyler Junior College	3,877	4,029	4,480	5,026	6,108	5,908	6,224	6,558	6,420	6,794	6,916	7,298	7,735	6,966	6,369	7,186	7,416	7,888	7,957	7,870	8,339	+ 469	+ 5.96%	+ 1,423	+ 18.08%
Vernon Regional Junior College	—	564	645	770	1,150	1,075	1,121	1,114	1,173	1,086	1,198	1,292	1,413	1,484	1,679	1,459	1,705	1,729	1,711	1,820	1,715	− 105	− 5.77%	+ 517	+ 28.41%
The Victoria College	1,711	1,566	1,821	1,869	2,180	2,199	2,340	2,297	2,276	2,298	2,319	2,471	2,729	2,828	2,934	2,879	3,077	3,107	3,074	3,255	3,296	+ 41	+ 1.26%	+ 977	+ 30.02%
Weatherford College	1,104	1,040	1,082	1,228	1,575	1,409	1,378	1,470	1,388	1,596	1,601	1,527	1,607	1,564	1,391	1,522	1,695	2,033	2,048	2,089	2,040	− 49	− 2.35%	+ 439	+ 21.01%
Western Texas College	649	778	986	1,023	1,226	1,163	1,129	1,131	1,169	1,102	1,005	1,208	1,213	1,263	961	1,135	1,111	966	1,094	1,011	1,070	+ 59	+ 5.84%	+ 65	+ 6.43%
Wharton County Junior College	1,979	1,901	1,642	1,764	2,147	2,178	2,047	1,984	1,869	2,056	2,219	2,466	2,574	2,526	2,149	2,350	2,391	2,551	2,571	2,964	3,045	+ 81	+ 2.73%	+ 826	+ 27.87%
Total—Public Community Junior Colleges	*120,782*	*133,555*	*148,571*	*171,880*	*215,095*	*215,242*	*222,917*	*232,974*	*239,136*	*251,076*	*261,075*	*289,363*	*302,102*	*300,652*	*294,309*	*302,085*	*321,025*	*344,199*	*355,478*	*371,299*	*387,707*	*+ 16,408*	*+ 4.42%*	*+126,632*	*+ 34.11%*
Total—Independent Junior Colleges	*1,525*	*1,629*	*1,620*	*1,699*	*1,781*	*1,960*	*1,927*	*2,026*	*1,955*	*1,934*	*1,806*	*1,266*	*1,379*	*1,238*	*1,151*	*1,192*	*1,223*	*1,338*	*861*	*808*	*884*	*+ 76*	*+ 9.41%*	*− 922*	*− 114.11%*
Total—Public Technical Colleges	—	—	—	—	—	—	—	—	—	*6,781*	*7,448*	*9,021*	*8,785*	*8,548*	*8,667*	*9,062*	*8,896*	*8,380*	*8,408*	*8,215*	*7,791*	*− 424*	*− 5.16%*	*+ 343*	*+ 4.18%*
GRAND TOTAL—All Institutions	*122,307*	*135,184*	*150,191*	*173,579*	*216,876*	*217,202*	*224,844*	*235,000*	*241,091*	*259,791*	*270,329*	*299,650*	*312,266*	*310,438*	*304,127*	*312,339*	*331,144*	*353,917*	*364,747*	*380,322*	*396,382*	*+ 16,060*	*+ 4.22%*	*+126,053*	*+ 33.14%*

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Caught in the Crossfire

Excerpt from the Remarks of
Charles L. Burnside, Executive Director
presented at the
45th Annual Convention
Texas Junior College Teachers Association
February 28, 1992 — Houston, Texas

Our profession generally, and those of us who serve in it specifically, find ourselves all too often "caught in the crossfire." To be truthful about it, there are a dozen or more of these 'crossfires' which challenge, and sometimes threaten, us. We are not always in the middle of the crossfire; sometimes we are merely on the edge, almost unwilling spectators, trying to stay above—or outside—the strife. Other times we are active participants, drawn into the fray to protect our profession. In either case, we are "caught in the crossfire"—where risks are great and the dangers are real. In how many of these crossfires do you find yourself?

On the one hand, we are called upon to be "team players," to be "part of the solution," to be "problem-solvers." And we'd like to be. On the other hand, we are all too frequently left out of the decision-making process altogether—or, perhaps worse, brought into the process after all the really significant decisions have been made. And we feel "caught in the crossfire."

On the one hand, we are inclined, by training and philosophy, and we are encouraged by our institutions, to provide our students with individual attention; to find and make opportunities for personal interaction with our students. On the other hand, we are facing larger and larger classes and more courses as part of our "normal" teaching load—circumstances which raise doubts concerning claims of favorable student-teacher ratios and opportunities for frequent one-to-one communication with our students. And we feel "caught in the crossfire."

On the one hand, we're told repeatedly by leaders of our state government—in both the Executive and Legislative branches—that there must be better coordination of Texas higher education, to eliminate wasteful duplication of programs and unnecessary expenditures of scarce dollars. On the other hand, we have witnessed the spectacle in recent years of the Legislature's "downward expansion" of Corpus Christi State University, the University of Texas at Dallas, and the University of Texas of the Permian Basin, without, in a single instance, the prior approval of the Texas Higher Education Coordinating Board. Small wonder that we feel "caught in the crossfire."

On the one hand, we are encouraged in practically every professional journal and meeting to offer our students more opportunities to communicate their ideas in written form. "Writing Across the Curriculum" is a worthy aim and proper goal. But on the other hand, our classes include an alarming number of students who, literally, have never learned to write a coherent paragraph—even at the *middle school* level, much less at the college freshman or sophomore level. Many of us feel "caught in the crossfire."

On the one hand, we hear troubling rumors that "performance reviews" and "strategic planning" might base the qualitative evaluation of our colleges' work on such notions a "input," "output," and "outcomes." The idea seems to be that a substantial portion of our state funding might be based on the number of enrolled students who complete their classes, or the number who pass with grades of C or higher, or the number who secure gainful employment in their technical fields of interest. On the other hand, we are informed that our institutions are expected to remain "open door" colleges, admitting virtually anyone who thinks he or she wants to try college work, regardless of obstacles like grossly inadequate preparation and severely limited motivation. And we feel "caught in the crossfire."

Every article we read and every speaker we hear on the topic of financial planning admonishes us to plan well for our retirement. And, Lord knows we try. But then the State Legislature in its desperate attempts to balance the budget, cuts contributions to our retirement plans, limiting needed future improvements in benefits [in the Teacher Retirement System] and directly reducing our retirement income [for those in the Optional Retirement Program], thus damaging our efforts to plan for our own financial security. We're "caught in the crossfire."

We are—many of us (I rather suspect *all* of us)—greatly distressed about the large (and increasing) number of classes in our colleges taught by part-time instructors. Yet, in truth, the only remedies for the situation seem to be to find more money (as unlikely a development as finding elephants roosting in trees) or the simple elimination of large numbers of course sections, thus significantly reducing access for our students. And we're "caught in the crossfire."

On the one hand, we hear the call—and want earnestly to heed it—summoning us to strive for excellence in all we try to do,

"...where risks are great and dangers are real"

and calling for the highest level of competence and commitment in our professional endeavors. But, on the other hand, we find some of our institutions telling faculty interview committees that they need not recommend for employment the best-qualified applicants. "Minimally-qualified" and "marginally competent" applicants are all too often hired—perhaps for the noblest of reasons, but all too often with absolutely disastrous results. To expect "minimally qualified" or "clearly mediocre" faculty to provide truly *excellent* instruction for our students is to expect the impossible, and everyone in this room knows it! We're "caught in the crossfire."

On the one hand, we are encouraged to remain current in our professional training and to keep abreast with the latest thinking and technology and to be active in our professional organizations. But, on the other hand, realities of budgetary limitations have led to reductions, sometimes *drastic* reductions, in funds for travel to professional meetings like this one.

We live in a state where we are obsessed with being biggest, and best, and fastest, and largest, and Number One! The people of Texas have little interest in supporting professional or collegiate athletic teams unless they are nationally ranked or can be serious title contenders. Yet we hear little public concern expressed at reports that Texas is far below the national average in its support of public higher education. Texas ranks 44th among the states in funds appropriated by the state for each student enrolled in higher education—and we're dropping fast. If we compare library operating expenditures per student among the 60 top universities in the country, Texas has three institutions ranked among them: The University of Texas at Austin falls in 35th place; Texas A&M at 57th place; and the University of Houston at 60th place. Can you imagine the outcry among the Aggie alumni if their *football team* ranked 57th in the nation?

And, of course, I could not fail to mention what I regard as the most insidious crossfire of them all: On the one hand, everything we believe in about our calling to be teachers calls for an atmosphere of collegiality, cooperation, harmony, mutual trust, and mutual support. But, tragically, on the other hand, we find a few places where faculty compensation plans are proposed which would pit teacher against teacher, each groveling for the same budget dollar, each hoping to find "merit" (no pun intended) in the eyes of an apparently infallible supervisor. The result—*invariably*, and not surprisingly—is the fostering of a spirit of competition, rivalry, mistrust, and divisiveness, leading inexorably to low morale. And we feel "caught in the crossfire."

Well, these are some of the crossfires I've heard about in my travels around the state and on my visits to your campuses. There are others.

How do we survive in this climate of points and counterpoints—in this struggle for sanity in an atmosphere of delusion? We survive because we share common goals and a common calling. We survive because we hold each other—and our profession—in high regard. But mostly we survive because of tens of thousands of students all across this vast state, who are entitled to the best we have to offer.

TJCTA PAST PRESIDENT NAMED TO COMMISSION

David J. Clinkscale, state president of the Texas Junior College Teachers Association in 1990-91, has been named by Gov. Ann Richards to the Texas Teachers' Professional Practices Commission. Mr. Clinkscale, associate professor of government and history at the South Campus of Tarrant County Junior College, was informed of his appointment to the panel in March. The appointment is for a term expiring in August 1993.

David Clinkscale

The Teachers' Professional Practices Commission consists of 15 members appointed by the Governor, subject to confirmation by the State Senate. Under the law one of the members must be a teacher from a two-year college. The Commission serves as an advisory body to the state Commissioner of Education and the state Board of Education on matters related to application of the Code of Ethics and Standard Practices for the education profession. The panel hears complaints brought against members of the profession for alleged violations of the Code of Ethics and makes recommendations to the commissioner.

DUTTON APPOINTED TO ADVISORY PANEL

Steve Dutton, immediate past president of the Texas Junior College Teachers Association and associate professor of biology at Amarillo College, has been appointed to the Master Plan Advisory Committee of the Texas Higher Education Coordinating Board. Mr. Dutton served on the committee which developed the *Master Plan for Texas Higher Education* in October 1990. A provision of the plan is that it be reviewed and updated every two years.

Steve Dutton

In its charge from Texas Commissioner of Higher Education Kenneth H. Ashworth, the advisory committee is asked to make recommendations regarding an update in the master plan, while remembering that the state is "moving into an era of increased demands on our higher education system at the same time fiscal resources are decreasing."

Mr. Dutton is the only two-year college faculty member serving on the panel.

SUMMER TRAVEL TIPS

Cecil R. Ferguson, Angelina College
TJCTA Membership Services Committee

If you are going to travel this summer you may want to begin your planning early to take advantage of the discounts and special rates.

Air travel may be cheaper than you think for overseas flights. Some unrestricted transcontinental coach tickets may be reduced by as much as 50 percent if you buy your tickets from a consolidator. A consolidator is a travel broker who buys tickets for seats that the airlines want to fill rather than let them go unsold.

You may buy them from a consolidator or you may get them from some travel agents. Several consolidators now sell unrestricted coach tickets on some domestic flights. Two consolidators that may have these domestic flights are RMC Travel Centre (800-344-7439) and British European Travel (800-747-1476).

You may not save much on domestic tickets because they are priced above the cheapest excursion fares, so they do not carry the airline's usual advance purchase and length of stay restrictions. Your savings come when you need a domestic ticket in a hurry. The airline's cheapest regular tickets must be purchased weeks in advance.

Consolidator tickets do have some restrictions. For example, if you change your plans you may not switch to another airline; and refunds—if given at all—must come from the consolidator, not the airline.

To find the best fares start by checking advertisements in the Sunday travel section of your newspaper. Call the consolidator or travel agent to see what fares are available and ask about any restrictions. If you cannot find any advertisements try to phone the consolidator or agent directly to find out what fares might be available. Be sure to ask if they accept charge cards. Most carry a replacement guarantee and will replace lost tickets.

When you are traveling you may want to purchase coupon books that offer discounts as much as 50 percent off regular room rates. Such a coupon book may be purchased from "Travel America at Half Price" ($26.95) and contains coupons good for 50 percent discounts at more than 100 U.S. hotels. "Half Price Europe" ($90) has coupons that do the same at about 180 hostels, most in western Europe but a few in Turkey, Cyprus, Egypt, and Malta. Both books also contain coupons for discounts on meals, attraction, etc. For a trip of more than a few days, both should repay your investment.

To order "Half Price Europe" call 305-923-3486, or write American Marketing, Box 9622, Coral Springs, Florida 33065. "Travel America at Half Price" is sold by Entertainment Publications, 2125 Butterfield Road, Troy, Michigan 48084 (800-521-9640).

You may join a frequent flier program even if you do not fly enough to earn a free trip. It costs nothing to join the program of any U.S. airline. Some airlines may offer deep, short term fare cuts to some or all of their frequent fliers, but not to the general public. Some fares may include car rental discounts.

Elderhostel is an educational-travel organization that serves the needs of older adults by providing programs on college campuses worldwide. This past year was the first in which Elderhostel programs were held in the Soviet Union. The Elderhostel program will have studies scheduled at Soviet universities in the Baltic states, Ukraine, and Russia. For more information and a free complete catalog, write to Elderhostel, Box 1721, Wakefield, Massachusetts 01880.

Go north to Alaska in your RV this summer and experience a land of beautiful scenery and adventure traveling through Alaska, the Yukon Territory and British Columbia. The three governments have created a "Tourism North" program to promote motor travel along their highway and ferry routes. *Tourism* has published a magazine that is packed with information, maps, spectacular photos, and a listing of where to call for more facts. For a free copy write to *North to Alaska*, Box 14649, Portland, Oregon 97214.

Sentimental Rail Journeys is a tour company that will transport you in the elegant style of yesteryear in vintage rail cars, including an old Vistadome, that have been lovingly restored by railroad enthusiasts. They have offered a number of itineraries in California and Michigan, and combination rail-fly tours to the Colorado Rockies or all the way across the Sunbelt to New Orleans. The restored cars are pulled on Amtrak routes by Amtrak trains, and the vintage cars are reserved for small private groups of about 20. For more information write to Sentimental Rail Journeys, Box 2729M, Mission Viejo, California 92690, or call 714-240-2101.

A great summer activity for the kids can be found in one of many Fun-While-Learning Sea Camps. These camps work to expand marine literacy. The kids might explore beaches, marshes, islands, and tide pools, or dissect a shark.

Project Marine Discovery Sea Camp runs from mid-June through mid-August and costs about $70 per child for a five-day session. For more information write Gulf Coast Research Laboratory, c/o Sea Camp, Box 700, Ocean Springs, Mississippi 39564-7000, or phone 601-373-5550.

Texas A&M offers a similar program for children ages 10 to 16, and runs from June through July. Participants live in dormitories at Texas A&M University at Galveston. For more information write Sea Camp, Texas A&M University at Galveston, Box 1675, Galveston, Texas 77553-1675, or phone 409-740-4525.

The North Carolina Aquarium at Fort Fisher sponsors week long day camps and a variety of day trips for the whole family from June through August. For a calendar of events write or call North Carolina Aquarium, Box 130, Kure Beach, N.C. 28449 (919-458-8257).

Some group organizations like American Automobile Association and the American Association of Retired Persons offer travel benefits and discounts. For a small membership fee, these programs can help reduce your travel costs considerably.

3,368 REGISTER AT ANNUAL CONVENTION

The 1992 TJCTA convention held last February in Houston's downtown Hyatt Regency hotel was attended by 3,368 members, guests, program participants, and exhibitor representatives. This makes the fifth straight year that convention registration has passed the 3,000 mark. TJCTA officials were pleased with the continued show of interest in the annual meeting.

"We were delighted with the excellent attendance at this year's convention," said TJCTA President Steve Dutton. "Of course, we would have liked an even larger attendance, but we were anticipating a decline in registration from the last two years. There was a major convention in San Antonio which attracted quite a number who otherwise would have been in Houston."

As should be expected, Houston Community College had the highest number of TJCTA members registered for the convention, with 146. McLennan Community College was represented by 119 members, and San Antonio College by 109. Every two-year college campus in the state was represented at the convention except one.

In addition to hearing two keynote addresses and selecting from among more than a hundred section meetings and numerous seminars, convention participants viewed 115 exhibits of the latest in educational technology and textbooks.

Members also elected officers for 1992-93 and approved omnibus amendments to the association's constitution and bylaws.

In the election of officers, Brian K. Dille, Odessa College, defeated David J. Ligon, Tyler Junior College, to be elected president-elect. Under the constitution, Dr. Dille will automatically become president for the year 1993-94, following Marilyn Lancaster, Western Texas College, who as president-elect chosen in the 1991 convention, succeeded to the presidency April 1, 1992.

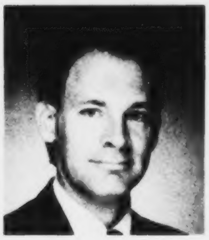
Scott A. Nelson, Kingwood College, was elected vice president, defeating Doris D. Patrick, Austin Community College. The vote in that race was close—Dr. Nelson received 748 votes compared with Mrs. Patrick's 601. In a still closer race, Patricia A. Green, Temple Junior College, narrowly defeated Anna R. Holston, Central Texas College, by a vote of 670 to 632, to be elected secretary. In the race for state treasurer, David M. Wilcox, Houston Community College, out-polled Joseph E. Kingcade, Jr., Blinn College.

The amendments to the constitution and bylaws were approved overwhelmingly—1,040 to 80.

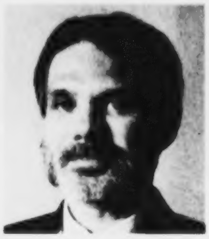
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

OFFICERS, 1992-93

Marilyn J. Lancaster
President
Western Texas College

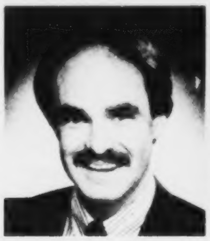


Brian K. Dille
President-Elect
Odessa College



Scott A. Nelson
Vice President
Kingwood College

Patricia A. Green
Secretary
Temple Junior College



David M. Wilcox
Treasurer
Houston Community College

Steve Dutton
Immediate Past President
Amarillo College

COMMITTEES, 1992-93

(Appointments expire March 31, 1993, unless otherwise indicated.)

PROFESSIONAL DEVELOPMENT COMMITTEE

Ellen H. Brennan, *Chairperson*, San Antonio College (1993)
Edward R. Barkowsky, *Vice Chairperson*, Western Texas College (1994)
F. Benton Burdine, The Victoria College (1993)
Evelyn Frank Burns, Houston Community College (1993)
Melva L. Griffin, Howard College (1993)
Laura L. Wyman, Vernon Regional Junior College (1993)
Jeff D. Edwards, Collin County Community College–Spring Creek Campus (1994)
Danita McAnally, Amarillo College (1994)
Cynthia M. SoRelle, McLennan Community College (1994)
Elva L. Allie, Tarrant County Junior College–Northeast Campus (1995)
Dale G. Cates, Trinity Valley Community College (1995)
Ronnie E. Hall, Angelina College (1995)
Diane Martin, Eastfield College (1995)
Anne Penney Newton, Temple Junior College (1995)

AUDITING COMMITTEE

Glenda H. Easter, *Chairperson*, Bill J. Priest Institute
M. June Nutt, *Vice Chairperson*, Panola College
Myrna L. Fields, Weatherford College
Franklin R. Gentry, TSTC–Waco
Joe L. Gonzales, Vernon Regional Junior College
Mary Lou Haygood, Frank Phillips College
Joseph E. Kingcade, Jr., Blinn College
Irving D. Panzer, Houston Community College
Ed E. Richards, Trinity Valley Community College
Linda B. Webb, Houston Community College
T. David Yeilding, Central Texas College District

ELECTION COMMITTEE

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Bill Rutherford, *Vice Chairperson*, Odessa College
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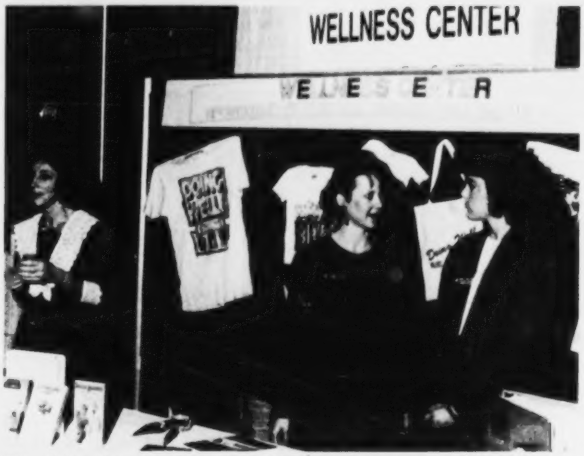
1992 CONVENTION ATTRACTIONS

The PLACEMENT CENTER featured listings of almost 100 job vacancies at colleges from around the state.


WELLNESS CENTER

The Membership Services Committee sponsored a WELLNESS CENTER during the convention.

FEATURED SPEAKERS were (left to right) humorist Carl E. Hurley; Tom Schieffer, president of the Texas Rangers baseball organization; and Toni Caniglia, Temple Junior College, State President of Phi Theta Kappa.

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More than 600 representatives of exhibitors staffed 115 booths featuring the latest textbook titles and educational technology.

About 500 members attended the reception preceding the First General Session.

—Photos by Tom Stutzenburg—

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September 1992 - April 1993

Charles L. Burnside, Ed.

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VOLUME XXIV SEPTEMBER 1992 NUMBER 1

COLLEGES FACE SERIOUS ISSUES IN '93 LEGISLATIVE SESSION

With fiscal pressures looming and legislators hard pressed to balance a court-controlled budget, higher education in Texas is facing perhaps its most challenging legislative session in decades. Two-year colleges will be particularly hard hit as the funding crisis is combined with threats of downward expansion of upper-level colleges and a proposed "performance funding" plan by the Legislature.

Budget Shortfall

When the Legislature meets in January, it is expected to face a $5 billion shortfall for the coming biennium, which begins Sept. 1, 1993. Last year lawmakers saved or raised more than $2 billion by starting a state lottery, raising some taxes and fees, streamlining or consolidating state agencies, and increasing agencies' efficiency of operations.

This year, however, the Legislature has few options to address the revenue shortage. Faced with serious public opposition to tax increases and little waste left to cut in state agencies, Gov. Ann Richards said lawmakers must "go far beyond where we can eliminate waste or fat. We may have to downsize state agencies, reduce responsibilities, and eliminate services."

Health and human services and education will certainly feel these cuts the most. Eighty-four percent of the state's $60 billion budget is now controlled by the courts, federal mandates, or by other obligations. Higher education accounts for two-thirds of the remaining 16 percent. In a letter from Gov. Richards, Lt. Gov. Bob Bullock, and House Speaker Gib Lewis, state agency leaders were told, "Lawsuits, court orders, unfunded federal mandates, and constitutionally restricted funds continue to fuel spiraling demands on our limited state funds."

The letter advised that "agencies should prepare to get by with less money than they are spending today."

Nancy Atlas, chairperson of the Texas Higher Education Coordinating Board, has instructed college presidents to prepare for funding cuts of as much as 10 percent. Cost-cutting measures have been instituted, and plans for downsizing or eliminating programs are being considered.

These anticipated funding cuts accelerate a trend of dwindling state resources for higher education. Over the past six years per student funding has dropped 20 percent, as calculated in 1985 dollars. As other states face similar funding crises, Texas still ranks 44th in the nation in education appropriations per student.

Although the Coordinating Board formally requested a 21.6 percent budget increase for higher education for the next biennium, most observers believe funding will not be available to maintain the current level of services.

Adding to the uncertainty is the issue of the "South Texas initiative," led by the Mexican-American Legal Defense Fund, or MALDEF. This legal challenge to the state's

(Continued on page 3)

CONFERENCE PLANNED FOR FACULTY LEADERS

Lynn Leverty

Frank W. Hill

Jimmy L. Goodson

Douglas S. Harlan

The thirteenth annual TJCTA Conference for Faculty Organization Leaders will be held Friday and Saturday, Oct. 2-3, at the Doubletree Hotel in Austin. The conference will begin with an informal reception at 7:00 p.m., Friday. Saturday activities will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m., Saturday.

Topic for the conference's opening session will be "Legislative Issues Affecting Higher Education." Principal speaker will be Dr. Lynn Leverty, deputy director of education to Gov. Ann Richards. In her remarks she will discuss some of the serious issues confronting higher education in the coming legislative session.

The second session will feature a discussion of "Current Legal Issues Affecting College Faculty," by Frank W. Hill, senior partner with the law firm of Hill, Heard, Gilstrap, Goetz & Moorhead, in Arlington and Chicago. Mr. Hill holds the bachelor's degree in English from the University of Texas at Arlington. He received his law degree from Southern Methodist University School of Law in 1966. His law firm, founded in 1972, now includes 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

The speaker for the luncheon session will be Jimmy L. Goodson, president of The Victoria College. Dr. Goodson received the bachelor's degree in political science from Sam Houston State University in 1964. He earned his doctorate in education in 1975 from East Texas State University. He has been the president of The Victoria College since 1989. Dr. Goodson's topic, "The Faculty Role in College Decision-Making," will consider elements necessary for effective faculty participation in the decision-making process.

The afternoon session will feature a point-counterpoint discussion between Douglas S. Harlan, interim chancellor of the Alamo Community College District, and Charles Burn-

(Continued on page 3)

PRESIDENT'S MESSAGE

The decade of the nineties, I think we can all agree, will present exciting times for higher education. While state and local funds dwindle, growing numbers of students across our state need the educational opportunities that community junior colleges offer them. Faculty, staff, and administrators are being asked to serve more students with less money at a time when government and the public which government represents are skeptical of what higher education really has to offer.

Today professionals teaching in two-year colleges will have to re-affirm our dedication to our students and our communities. And we must sell ourselves to our communities as we have never done before. As educators, we will need to take an active role in what will be a continuing effort to educate legislators and the public of who we are and what we do. We are, after all, educators who are interested in teaching students who want to learn. With little professional recognition and little public acclaim, we open doors to the students of Texas and do our best for them. And we teach our students regardless of their preparation or educational experience.

I believe that there has never been a time in the history of Texas in which the community junior colleges were needed more than they are needed now. While money is in short supply, students—both non-traditional and traditional students—need the kind of education that two-year colleges are best equipped to provide. Community junior colleges' faculties and staffs offer students diversity of thought and a wide variety of experience and talent. But, most importantly, community junior colleges offer students excellence, sometimes despite our open doors and sometimes because of our open doors. The challenge for our profession has been designed for us by the times in which we live: We must continually remind ourselves, the public we serve, and the legislators who fund our work that community junior colleges in the state of Texas offer excellence and access that is deserving of their trust and support.

The tendency is to look at the next decade with some trepidation. I might suggest, instead, that we view the coming decade as a time of testing. If we are who we have said we are—good teachers teaching students in the right way and for the right reasons—we are in a time when we should be able to prove this to the public. TJCTA is the organization in which we can work together to demonstrate our solidarity of purpose: to provide students with a valuable and unique education that will serve them through this decade and into the next century.

It is my hope that our profession will speak to the events of the coming year, and the coming decade, with a unified voice and convey to others the necessity of our mission to the well-being of the state of Texas. I know from the hard work I've observed of our members in past legislative years that TJCTA will continue to aggressively and passionately communicate this mission.

It is important to the fulfillment of that task that each of us shows our support by joining TJCTA. The strength of our message depends upon a clear and unified voice in Austin. That voice is TJCTA. I hope that each of you will join immediately, and become actively engaged in the legislative process.

Marilyn Lancaster

COLLEGE ACADEMIC SKILLS PROGRAM TO MEET

The College Academic Skills Program will hold its eleventh annual conference in Fort Worth, November 5–7. The theme of this year's conference, "Developmental Education: Prime Time For Texas," will focus on issues confronting at-risk students and their educators in post-secondary institutions. The conference is sponsored by Texas Association of Developmental Educators (TADE) and College Reading and Learning Association (CRLA).

The program will host workshops and breakout sessions covering a wide range of topics. In addition, the Texas Academic Skills Council of the Texas Higher Education Coordinating Board will sponsor faculty and staff development for professionals working with students meeting TASP requirements.

For more information, write:

Anna Harris
1992 CASP Co-Chair
Houston Community College
1300 Holman, Room 16
Houston, Texas 77004

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be considered at the 1993 convention at the Palmer Auditorium, in Austin.

Suggestions should be received by Feb. 1, 1993, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 18, 1993, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

Margaret A. Harbaugh, Chairperson
TJCTA Resolutions Committee
McLennan Community College
1400 College Drive
Waco, Texas 76708

EDITORIAL POLICY

1. The *TJCTA Messenger* provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the *Messenger*. Publicity accorded to a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-contrast original of the manuscript with the author's name only on a separate cover sheet.

5. Articles published in the *Messenger* may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the *TJCTA Messenger*. Brief quotations and statistical data may be reproduced provided that the *TJCTA Messenger* is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Publications Committee, 901 South MoPac Expressway, Building I, Suite 410, Austin, Texas, 78746–5747. Authors should retain copies of their manuscripts for their files.

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President

CHARLES L. BURNSIDE
Executive Director

RICHARD MOORE
Staff Assistant

MAJOR ISSUES FACE COLLEGES

(Continued from Page 1)

appropriations process is seeking to garner more state resources for higher education in South Texas. MALDEF charges that region of the state, and the minorities who live there, are not receiving their share of funds for post-secondary education. The proposed settlement of the lawsuit now being considered would require the state of Texas to allocate $2 billion over a five year period to higher education in South Texas. While no one disagrees with the need for greater educational opportunities in that part of the state, the initiative comes at a time when the challenges to the funding of higher education could not be greater.

Performance Funding

Much of the talk about the budget these days relates to the issue of performance funding. Developed and promoted by Rep. Ric Williamson (D-Weatherford), the program would allocate a portion of state funds to institutions of higher education according to a set of performance standards adopted by the Coordinating Board. These standards, as they are presently conceived, would include such measures as minority enrollment and retention, course completers, credentials awarded, and successful remediation (see *TJCTA Legislative Update*, August 1992).

Many in higher education are skeptical of the proposal on grounds it would force schools to devote themselves to efforts that generate funding, but do not promote the greater interests of the students, the faculty, the institutions, or the state. Also, many believe performance funding could inhibit two-year schools from maintaining their open door policies—as schools will not be funded for grades of "W," there could be strong incentive not to enroll high-risk students for whom the schools will not receive funding.

Another concern even many of the plan's proponents share is the understanding that the plan was designed to provide an "add-on" amount, to be allocated after base funding has been secured. When times are tough, and funds to higher education will hardly approach actual formula levels, this proposal, rather than being an "add-on," will be seen as a mechanism to cut funds to higher education.

A tremendous amount of the state's resources has already been committed simply to devising a performance funding plan. It remains to be seen if the Legislature will actually choose to adopt the program. Some veteran Capitol observers contend it is unlikely legislators will choose to become embroiled in such a controversial and unproven concept when the state's resources are already so lean.

Downward Expansion

Another important issue for two-year schools in the coming year is the prospect of continued downward expansion of upper-level institutions. The A&M University System is seeking to convert Laredo State University from an upper-level school to a four-year institution. Lt. Gov. Bob Bullock has promised his full support. Speaking at a luncheon honoring him as "Mr. South Texas," Mr. Bullock pledged to work "to see that it becomes a reality, hopefully in the next legislative session."

With his support, and the support of most civic leaders in Laredo, some observers believe downward expansion of Laredo State University could receive authorization from the Coordinating Board and the Legislature as early as next spring.

This is not the case in Tyler, where an attempt by the University of Texas System to expand UT–Tyler to a four-year institution has met with stiff opposition from area businesses and civic groups. The proposal has also come under heavy fire from Tyler Junior College and other neighboring colleges. The *Nacogdoches Sentinel* expressed its opposition to the downward expansion. Addressing what is certainly the center of the debate, the paper said, "funding for education is a shrinking resource. It makes little sense to duplicate what is already being offered in the same area."

The Texas Research League estimates the cost of offering freshman and sophomore classes at UT–Tyler would range from $50 million to over $100 million.

Former State Senator Peyton McKnight, who in 1979 sponsored legislation making Texas Eastern University a part of the University of Texas System, has argued vigorously against its downward expansion. He does not believe legislators will support such a proposal. "The state has already got a huge problem of how to fund public education, not to mention all the other expenses they have to deal with," he said. "I just don't think you'll find a majority to pass this enabling legislation. I think expanding UT–Tyler is like beating a dead horse right now."

The Future of TSTC

An issue which has received a great deal of coverage in the press regards the future of Texas State Technical College. In June the Coordinating Board heard consultants' reports recommending that the TSTC campus in Amarillo and the extension centers in Abilene, Breckenridge, Brownwood, and McAllen either be merged with or converted to community colleges. TSTC, the consultants said, should be reduced to three regional campuses in Waco, Harlingen, and Sweetwater.

Also, the report recommended that TSTC's academic course offerings be limited to those dealing with "advanced and emerging technologies" and that all other programs gradually be phased out over a five year period. Academic courses, it said, should be offered through community colleges.

These recommendations sparked a storm of protests from TSTC officials and the communities affected by the proposed changes. Postponing a final decision until October, the Coordinating Board appointed a committee to study the question and offer suggestions. Meeting in August, the committee made no proposals to close any TSTC branches. Donald Rippey, a University of Texas professor and chairperson of the committee, said, "Leave it as it is, but don't expand it." The 16-member panel said the major problems facing technical education in Texas are a lack of regional planning and a shortage of state-of-the-art equipment.

The debate over TSTC will help define its role in Texas higher education. Legislators must ask how the technical college system will relate to other two-year schools. Clearly, TSTC should not compete directly with community junior colleges. It has its own role and mission. The challenge for TSTC and the legislators who make the final decisions is how best to accomplish TSTC's purposes in a time of tight budgets and increasing demands on state resources.

In a legislative year that promises many challenges for Texas higher education, TJCTA leaders will have their work cut out for them in efforts to protect the interests of educators in the state's two-year colleges.

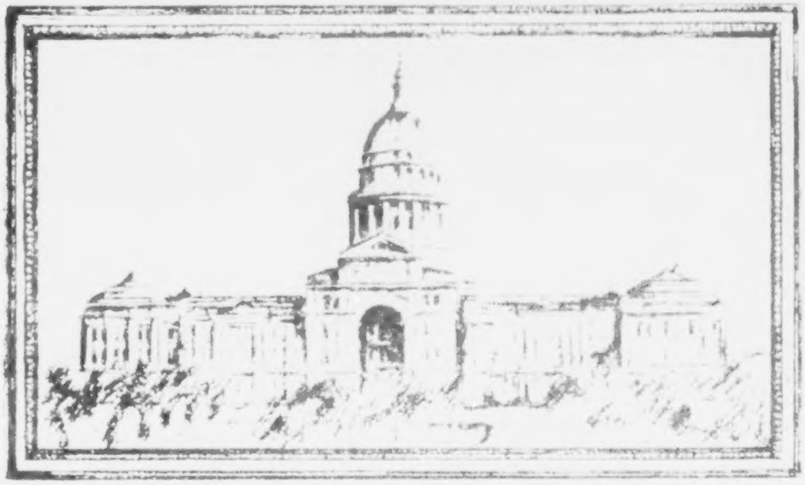
FACULTY LEADERS CONFERENCE PLANNED

(Continued from Page 1)

side, executive director of the Texas Junior College Teachers Association. They will consider the question: "Is There 'Merit' in Merit Pay?"

TJCTA State President Marilyn Lancaster has sent letters to leaders of faculty organizations inviting them to participate in this year's conference. In her letter Mrs. Lancaster said, "The major purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-year colleges in Texas. We believe every faculty group can benefit from having its leaders attend the meeting."

While designed primarily for elected and appointed leaders of local faculty organizations, the conference is open to all interested TJCTA members and faculty leaders. Conference registration should be completed by Sept. 29, through the TJCTA State Office, 901 South MoPac Expressway, Building One, Suite 410, Austin, 78746 (or call toll-free, 1-800-288-6850). Hotel accommodations, at $72 for single or multiple occupancy, may be reserved by contacting the Doubletree Hotel directly, at Area Code 512, 454-3737. A $25 registration fee, payable on arrival at the conference, will cover the Friday evening reception and lunch and refreshment breaks on Saturday.



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Editor's Note: Under special arrangements between TJCTA and the Texas Association of College Teachers (TACT), publication rights to the annual TACT study of Optional Retirement Programs and Tax Deferred Account investments were acquired by TJCTA. Results of the TACT analysis appear on the following pages of this issue of the *Messenger*.

Analysis of Possibilities for ORP/TDA

Frank L. Wright
Special Consultant to TJCTA and Executive Director *Emeritus* of
Texas Association of College Teachers

Makes Big Difference

You have probably heard it said that the purchase of a home will be the most important financial decision you will ever make. But, in truth, the value of your retirement program, including Optional Retirement Program (ORP) or Teacher Retirement System (TRS), social security, and other possible savings, will greatly exceed the value of any home or building you will ever buy.

Frank L. Wright

A faculty member, for example, entering the profession at age 30 and at an average salary of about $30,000 can achieve an ORP value of $2.1 million by age 65. (This figure assumes salary increases of 5% per year, continuation of present rate of contributions, and deposit into an account compounding at 8% annually.) Even more startling is the fact that this figure would increase by more that half a million dollars—$561,084, to be exact—if this faculty member could raise the performance just 1%, to 9% compounding for this period.

Have you paid attention to your ORP investment recently? Or have you considered supplementing TRS or ORP with a flexible TDA investment? Small differences at this time can make a major difference over the long haul. The articles on these pages of the *Messenger* are designed to stimulate you to consider this matter and to help you make sound decisions about placement of ORP and/or TDA savings.

In Your Interest

Everyone employed by a Texas public college or university has a potential interest in the information presented here. Persons using ORP as their official retirement will want to use this information to assure themselves that they are utilizing the best possible vehicle for their purposes. All others are qualified to make additional savings in a tax sheltered form by utilizing these same products. They should plan to use one of these programs if they are able to save systematically in any regular amount and can afford to put savings away until they reach age 59½.

Saving "before tax" dollars is nearly always advantageous because the savings on current taxes are put to work earning tax deferred dollars for future use. Withdrawals when taken at or before retirement will be taxable as regular income, but the extra earnings made by dollars that otherwise would have been paid in taxes plus the tax sheltering of all earnings or growth in the meantime will nearly always add up to more than taxes due on withdrawal. Regulations about withdrawing funds from TDA make it desirable to use this vehicle for planned expenditures to take place after you have reached age 59½. Prior to that age, withdrawals are restricted to death, disability, and certain financial hardships, with the latter having a 10% penalty in most cases.

The amount you can save by salary reduction, in addition to ORP and TRS, is determined by a calculation called "Maximum Exclusion Allowance," and your college or university probably has an approved way of calculating this amount. Using a formula which includes current salary (with some adjustments), years of service, previous tax sheltering (ORP, TDA, and deferred compensation), and, for those in TRS, a pro-rated portion of projected retirement benefits, the calculation determines the amount which now can be deferred through a salary reduction agreement between you and your employer. For those in TRS, the formula can allow up to 18% of salary for "before tax" savings, while ORP participants are limited to a lesser percent of salary (ranging from 3 to 7%). Very high salaried ORP participants, in fact, may be unable to do any tax deferring beyond the 15.15% of salary already going into ORP. For persons nearing retirement or who have not previously used tax deferral, special calculations allow amounts in excess of the above estimates.

These same products can be used for other tax deferred savings—IRA, Keogh or HR10, 401(k) deferred compensation plans—but the 403(b) program is preferred for most faculty under the 1986 tax law. Persons with self-employed income from royalties or writing or consultation should, however, use some version of the Keogh plan for self-employed income in addition to the 403(b) program.

Evaluating Products

All of the products discussed herein are technically known as 403(b) programs (after IRS Code section) but common names are TSA (Tax Sheltered Annuity), TDA (Tax Deferred Annuity or Account), or Salary Reduction Account. In these articles the term TDA will be used to designate all vehicles for use under 403(b)—Fixed Annuities, Variable Annuities, Direct Investment in Mutual Funds, or Custodial Accounts.

Since IRS now allows a nontaxable transfer from one vehicle to another, since most colleges provide for changing vehicles for ORP and TDA at least annually, and since most companies will cooperate in transferring accumulated funds, no faculty member, librarian, or other qualified participant needs to remain locked into an inferior program.

Companies Included

Every company writing any significant number of ORP/TDA programs in higher education in Texas was invited to submit information for this presentation. All which supplied complete information are included.

If the company holding your TDA or ORP is not included, chances are that its product is out-of-date and being revised, and you should check with your company. Products not included should be tested by these same criteria and scrutinized carefully.

Not all companies or products listed in this study will be available at every college—in fact, some institutions may offer a very limited number of possible choices. Spurred in part by a report from the State Auditor's office last year, a number of systems and institutions are considering reducing the number of authorized companies. Problems with that effort are that criteria for determining which companies will be authorized are difficult to develop, and that some freedom of choice has become deeply ingrained in the Texas system through the years since 1967. If some products in this study appeal to you but are not available at your institution, check with your personnel department to see what can be arranged.

Questions Answered

TACT and TJCTA appreciate the cooperation of all companies supplying information for this study. Over the years this study has become widely accepted and used all over the nation, but still maintains its primary purpose of assisting faculty in Texas colleges and universities. It is made possible by the cooperation of these companies.

Much more information than can be transmitted in these articles is available to TJCTA members under a special consulting arrangement with Frank L. Wright. Mr. Wright, former executive director of the Texas Association of College Teachers, has done this study for the past 18 years. He has been retained by TJCTA as a special consultant on these matters. A member wishing to consult with Mr. Wright may call the TJCTA State Office toll-free (1-800-288-6850). The member will provide a telephone number and suggested time when it will be convenient for the consultant to call. If a member prefers to call Mr. Wright directly (and incur the expense of the telephone call), Mr. Wright can be reached at Area Code 512, 477-5238. The consulting service will not make specific recommendations and will not endorse any particular program, but may be very useful in helping clarify your thinking.

Selecting a Tax Deferred Program: Factors to Consider

How are you to choose which product to use in your own ORP and/or TDA? When should you change from one program to another? What questions should you ask yourself? A salesperson? The TJCTA consultant? These are legitimate and confusing questions; and, unfortunately, there are no simple answers. The balance of this presentation is devoted to helping you evaluate alternatives. Offerings of over 50 companies are described in the following pages, and a serious effort has been made to deal with this very complex subject in a relatively simple, understandable way.

If it were possible to predict with certainty the long-term financial and investment results of any product, then selection would depend almost wholly on this factor. Unfortunately, such prediction is not only impossible, but is dependent on many unforeseeable possibilities. It is further confused by various claims and counter-claims used by companies to assert an apparent advantage. Maximum return depends on a number of interdependent factors, most important of which are: (1) choice of investment vehicles; (2) performance of that vehicle in any given segment of time and over a long time; (3) settlement alternatives at retirement and annuity rates available then; (4) adaptability to changing circumstances; (5) costs and charges assessed.

Since prediction of maximum return with any certainty is not possible, other factors assume considerable importance in evaluating choices. Among these are: (1) transferability and flexibility without undue expense; (2) guarantees offered; (3) security and reliability of the company; (4) services offered and performed; and (5) concurrence with your personal preferences concerning risk tolerance and attention to financial matters.

Each of these factors will be considered in subsequent pages.

Maximum Performance

Since actual performance among different plans can be compared only after the fact, any attempt to compare products based on past and current data is necessarily limited as to its predictive capabilities about future performance. Salespersons may make many predictions. Consider them all with some skepticism and insist that they be put into writing. You may be surprised at the decrease in certainty when you ask the salesperson to put it in writing.

Kinds of Programs

Fixed and Variable: Two primary kinds of investment vehicles are offered by many insurance companies listed herein—Fixed Annuities and Variable Annuities, or some combination of the two. Payments and investments into the Fixed portion are placed in bonds, mortgages, and debt instruments in which your money is loaned out to earn interest until returned as certain dollars at a future date—hence the name "Fixed Account." Payments and investments into the Variable portion are used to purchase bonds or stocks issued by businesses, industries, or governments through careful selection and diversification by management to achieve the purpose of the account as stated in the prospectus. Dividends and gain/loss in market value are represented in the unit value, which will change periodically, each day in most instances—hence the name "Variable Account."

Many of the companies offering variable programs offer two or more investment vehicles within the variable account, allowing free exchange between funds with differing objectives. See Table 1 for information on the variety of opportunities offered by each company.

An even more varied and self-directed investment has been allowed by law since TACT and TJCTA helped pass legislation in 1981 and is now becoming available more widely in colleges and universities. This possibility allows direct investment into mutual funds without going through an insurance company's annuity vehicle. Placing your ORP or TDA in a family of mutual funds allows free transfer of accumulations, often by a telephone call, among a wide variety of investments and thus provides a wide range of opportunities to adapt to changing objectives and economic conditions. Read the article on page 15 for more information on this alternative.

Strategies for Investment

Three major strategies are employed by varying numbers of persons in seeking satisfactory results with their ORP/TDA programs. Each of these has some factors to recommend it and other factors which limit its value. They are:

1) *Stay with Fixed.* Probably the strategy most used is to purchase fixed annuities and just stay in the fixed type of investment. The comfort level in this strategy is rather high, not necessarily because the results are always good, but because the threats to such a plan are rather obscure and do not thrust themselves upon you. The major problem with this strategy is that inflation eats away at fixed dollars with a relentless attack, making it uncertain whether you are gaining or losing purchasing power, both during the accumulation period and after retirement on a fixed dollar income. The other problem concerns the reliability and dependability of the insurance company with which you are dealing. Fixed annuities are wholly dependent on the general fund of the company, and can be wiped out entirely or greatly reduced if the company goes bankrupt or goes into receivership. (Read the additional article on "Safety and Reliability of Insurance Companies" on page 14 for more information on this subject.) Flexibility in such a strategy is generally limited only to a choice of companies and of settlement options, and thus is not adaptable to changing circumstances and conditions in this volatile world.

2) *Stay with Growth Fund.* Another strategy is to select a good, solid growth oriented mutual fund or variable annuity and hold it through the ups and downs of the market. All studies indicate that such funds have outperformed fixed alternatives in almost all five or ten-year periods in the last 65 years, even though they have fluctuated in value decidedly within those periods. When you are purchasing shares on a regular monthly basis as is the case in either ORP or TDA, you do not mind serious drops in value because, through the "magic of dollar cost averaging," you will get more shares when prices are down and thus increase the multiplier for an enhanced value sometime in the future. As one approaches retirement, however, this instability of value becomes a serious matter, and one will seek a less volatile location for funds at that time. Flexibility is generally maintained in such an investment, and while you are dependent on the company for management expertise, the value of your investment depends on the stocks or bonds owned, not on the stability of the company.

3) *Managing Among Types of Investments.* By choosing to utilize a company which offers several variable accounts or a group of funds, at least one of which is similar to a fixed account, you have the opportunity to direct your purchases toward Fixed or Variable and/or shift your accumulated assets from one type of investment vehicle to another. Thus you can adjust to economic conditions, trends in financial markets, changing needs, and changing attitudes toward risk on your part. This strategy offers the most adaptability and flexibility, the possibility of the greatest return (although if you mess it up, your return can be quite miserable), and the greatest independence from company vagaries. Responsibility, however, centers on your own decisions and thus removes the ease with which poor performance can be blamed on others.

Managing Funds

Utilizing the capacity to manage funds in this manner can make a marked difference in the end result of your retirement accumulation. Variable accounts and growth-oriented funds can (and did in 1982, 1985, 1989 and 1991) gain 20%, 30%, and more in a single year. On the other hand, such accounts can (and did in 1981, 1984 and 1990) lose as much as 5% or 15% or more in a single year. To take advantage of very substantial gains in Variable or growth funds in some years and then to preserve this gain (and avoid losses) by staying in Fixed or Money Market funds in others can be very beneficial and produce results not available in a single-purpose product.

Exercising these sorts of choices to your advantage is not a simple matter, especially since you have to react just about opposite to the general trend of the time. That is, when the stock market is flying high and everyone wants in, you get out and move some or all of your accumulated assets to a stable fixed type investment. On the other hand, when the market is low and everyone is complaining, you change your purchases to a variable type investment and/or shift all or part of your accumulations from fixed type to variable type. If you instead follow the general trend and move to Variable when the market is flying high, and then desperately move to Fixed when the market has been low for some time, your end result will be terribly disappointing. Nevertheless, you stand to benefit substantially from having this ability and exercising it judiciously two or three times a decade.

It Can Be Done!

Use of any such varied offerings requires financial understanding and management decisions which may be burdensome for many faculty, and there is no guarantee of success! Many people say "you can't outguess the market" and thus advocate avoiding it. The procedures recommended above do not suggest trying to get the last ounce out of a market rise or to avoid the last bit of a market fall. They suggest simply responding when it is quite evident that the market (for stocks or bonds or certain kinds of mutual funds) is clearly high or clearly low. Remember that money held as fixed dollars is losing value in times of inflation. No long-term savings program is without risk—investment risk and/or inflation risk. For any person already informed about financial matters or willing to learn, having choices of varied types of investments and the ability to shift among them is a distinct advantage and a valued privilege in ORP/TDA.

INVESTMENT RETURN ON VARIABLE PRODUCTS

Accurate comparison of variable performance is complicated because data from company to company may not be comparable, because strength in one economic period may imply weakness in another, and because different annuities or funds have different avowed objectives. In spite of problems in evaluating and predicting performance of variable products, and because of demonstrated capacity to make substantial gain in some periods, you probably ought to have variable products available for use as suggested in the previous section.

At least six kinds of investments are available from many "multiple choice" variables or mutual fund groups, often with easy transferability among choices available within any one company or fund group.

Briefly described, these kinds of investments are:

1. *Money Market Funds*: Invested in short-term debt instruments, some restricted to government issues; maintains a constant share value; produces a return slightly above that of most bank money market funds; generally maintains an unchanging value and thus operates much like the Fixed portion of an annuity.

2. *Bond Funds*: Invested in longer term corporate and/or government bonds; value fluctuates with interest rates, rising when interest falls and falling when interest rises; produces a fairly constant dollar return fluctuating around that of current interest in fixed annuities.

3. *Common Stock Funds*: Invested in a selection of stocks chosen to produce dividend income and modest capital growth; value fluctuates up and down more or less in line with general stock indices; produces a return which also varies with economic conditions; includes funds often referred to as "equity income" or "income and growth" funds.

4. *Growth Stock Funds*: Invested in stocks of younger companies or new and developing industries selected to produce major capital growth over a longer period without much regard to current income; value fluctuates widely and risk is high along with potential for major increases over time; includes for our purposes investing in stocks of overseas companies, in precious metals, or in real estate.

5. *Balanced Funds*: Invested in mixture of bonds and conservative stocks with purpose of income and capital preservation; value fluctuates within relatively limited range; produces a return usually falling somewhere between stock and bond funds.

6. *Managed Funds*: Invested solely at the discretion of professional managers in a wide range of possible investments (stocks, bonds, money market instruments, or other types of investments) without direction from the participant, but designed to achieve the stated objectives of the fund over the long term; value and return will vary greatly with the objective and the management. You are reminded that all mutual funds are managed, but most are managed within designated type of investment (such as growth stocks), whereas these "managed" funds have very broad discretion.

Table 1 Described

Table 1 shows the number and types of funds offered by each company that offers a variable annuity or a family of mutual funds. You will note that the range is from some insurance companies which offer only one variable investment opportunity to one funds company offering 91 different choices and to two custodial plans offering all of the 3000+ mutual funds in the nation. Some offer funds in each and all of the six categories listed above, while others limit their offerings to only a few types of funds.

Records of Performance

Performance records for most funds which reported five or more years experience are provided in Tables 2-A through 2-F, shown on pages 12-13 in this issue. The funds are listed within the six categories of funds just described in alphabetical order by company. Performance is expressed as a percentage of cumulative total return (all dividends and capital gains or losses included) for 1991 and for the three, five, and ten year periods ending December 31, 1991. This is supposed to be the percentage of increase/decrease to each dollar invested in that fund for the whole period shown. Internal costs of operation are reflected in these results, but sales charges and non-periodic charges are not included.

The final column gives the dollar result of adding $200 per month to the fund for the 5-year period from January 1, 1987 to December 31, 1991. This result is supposed to include all costs involved in buying the funds and paying fees, and therefore reflects full costs more accurately than the 5-year percentage figure does. The charges made by each company are recorded in Table 5, on page 14. Thus, the percentage figures provide a straight measure of total performance of money already in the account, while the final figure shows the influence of sales charges, dollar-cost averaging in a changing market, and other factors.

TABLE 1 — VARIABLE CHOICES

Company	*Total*	*M.Mkt.*	*Bond*	*Stock*	*Growth*	*Balncd*	*Mngd*
Aetna	4	1	1		1		1
Am. Fidelity	1			1			
Am. United	1			1			
Conn. Mutual	4	1	1		1	1	
Equitable	4	1		1	1	1	
Fidelity Stand.	3	1	1	1			
Gr. Am. Reserve	3	1	1	1			
Great West	3	1	1		1		
Horace Mann	4	1	1		1	1	
IDS Funds	25	1	7	6	9	1	1
IDS Life	6	1	1	1	2		1
Jefferson-Pilot	3	1	1		1		
Kemper Inv	5	1	2		1		1
Lincoln Nat'l	8	1	1		4		2
Metropolitan	7		1	1	3		2
Mutual of America	9	1	2	1	3	2	
Mutual Of NY	8	1	3	1	1		2
Nationwide (Am. Cap.)	5	1	2	1			1
Nationwide (Best Am.)	19	1	5	3	7	1	2
New England	4	1	1		1		1
Prudential	9	1	2	2	2		2
Safeco	3	1	1	1			
Security Ben.	6	1	1	1	2	1	
Security First	3	1	1	1			
TIAA/CREF	4	1	1	1		1	
Travelers	15	1	5	3	3		3
Union Central	4	1	1	1			1
Union Mutual	5			1	2	1	1
VALIC	10	1	3	2	3		1
FUNDS							
American	19	1	5	4	6	3	
American Cap	12	1	4	2	4	1	
Fidelity	91	6	15	7	58	3	2
First Investors	7	1	2	1	1	1	1
Keystone	23	2	11	2	10	1	
Merrill Lynch	18	2	6	3	5	2	
Price Funds	28	2	10	2	13	1	
Quads	All Mutual Funds Through Custodial Plan						
Scudder Funds	16	2	5	1	8		
Texas Ret. Trust	All Mutual Funds Through Pooled Accounts						
Transam. Funds	16	3	6	2	3	2	
USAA Funds	10	2	2	1	4	1	
Waddell/Reed	14	1	4	3	5		1

The figures in the columns marked with "r" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on down the line.

Some characteristics of various types of funds become evident from study of these performance tables. Money Market funds show a consistent but modest gain, while Growth funds vary greatly and show major swings in performance. Results for 1991 are generally high, since both stocks and bonds generally rose in value during the year. In contrast, 1990 showed many negative return figures because of the poor performance of the stock market during that year. The 5-year figures for the period ending with 1991 include the October 1987 stock crash as well as the losses of 1990, but benefit from the abrupt rise in prices at the end of the 1991 year. All of which should serve to impress you that variable accounts and mutual funds are indeed variable, but that gains in good years can be quite substantial.

In view of these kinds of variations, it has become almost a truism that the only thing certain about the stock market is that it will fluctuate. That characteristic is increasingly true of the bond market also in these years of changing interest rates Of course, it is the fact of these variations that makes it possible to gain the advantages of managing funds, as suggested in the previous section. The task is to take advantage of such fluctuations, rather than letting them deplete your resources.

You also can observe gross differences in performance between funds of similar types within the tables. Some of these differences may be explained by differing degrees of risk undertaken in one fund compared with another. Success in management and costs of purchase and operation, however, play a major role in differentiating funds within the same classification. Rankings in the final column (result of $200 per month invested over the five years ending December 31, 1991) should represent all of these differences.

Tables 2-A through 2-F may be helpful in determining where your ORP/TDA funds should be invested from time to time. In any case, they should help you understand something about financial markets and products.

INVESTMENT RETURN ON FIXED ANNUITIES

"Variable" returns are obviously complex and complicated, but you might think that "fixed" returns would be straightforward and simple. Wrong! Interest rates are subject to various manipulations which require more than simple comparison. The considerations discussed in the supplemental article, "Evaluating Return on Fixed Annuities," on page 10 should be considered carefully in this connection. Companies are constantly adding new wrinkles which make comparisons more difficult. You must look carefully at interest rates from various perspectives.

Past History is Best

Actual and total performance of the program over some period of past history is perhaps the most important and revealing measure of return on fixed annuities. Unfortunately, few salespersons will offer information or literature about actual performance similar to that presented in Table 3. Instead, they will stress current, estimated, illustrative results such as those in Table 4. Based on "current interest rates" which are subject to many manipulations and interpretations and which change periodically, illustrative results are quite unreliable.

Table 3 Described

Table 3 deals with actual performance and with guaranteed promises. The first two columns report actual accumulations for retirement, considering both charges and earnings that have resulted in the last five years, 1987-1991. It provides some measure of consistency in earnings, relative influence of charges, and differences in methods of crediting interest. The first figure is the result of adding $200 per month for five years, a total payment of $12,000 and the second is the result of having a $10,000 accumulation on January 1, 1987 and making no additions in the same five year period.

Companies with N/A in these columns either have not offered annuities for the five year period or simply decided not to provide figures. All companies which had introduced new products within the five years were urged to report performance in previous products and then continue in the new product in order to provide the five year experience. An N/A in these columns raises some serious questions which should be addressed, since these figures are regarded by this study as the most significant in evaluating fixed annuities.

The third and fourth columns present accumulated value for retirement in 5 years and 30 years at the guaranteed interest rates listed in the final column. The fifth column states the guaranteed annuity rate in the contract for persons aged 65, choosing payments for life and 10 years certain. The sixth column gives the guaranteed monthly income produced by this guaranteed accumulation times this guaranteed annuity rate, and the final column states the interest rate which is guaranteed for the duration of the contract. Guarantees will become significant only under drastically changed economic and social conditions. No company has paid as little as its guarantee for many years, and actual results begin to exceed guarantees after just a single year at current rates.

Table 4 Described

Everything in Table 4 is a hypothetical illustration, representing very short-term promises and no lasting guarantees! It represents possibilities under current interest rates and estimated or illustrative results if current rates should continue into the future. These rates are certain to change—a number may have changed even before this study appears in print—and must be regarded as comparisons of current, short-term practices only.

The first column shows the current interest rate stated as effective annual return which the company has adopted for the present time. The second column shows how the company credits this interest. The word "*ALL*" in the second column means that the current interest rate applies to all money in the entire account no matter when received; this is known as "full portfolio" crediting. The word "*NEW*" means that the current interest rate is applied to new money being received at this time and that different interest rates continue to apply to deposits received prior to a certain time; this is often called "banding." The word "*TWO*" means that the stated current interest applies only to funds held for retirement but that a different lower interest rate applies if the funds are withdrawn; this is known as the "two-tier" method. For more detail on this matter, consider the supplemental section on "Evaluating Return on Fixed Annuities," on this page. Which plan will be more advantageous depends on a number of unpredictable factors, but obviously a high interest on all money will be better that a similar interest on only new money or money held only for annuitization.

The third and fourth columns show the loss you will incur against the illustrative value of the account if you withdraw your accumulation after 5 years and 30 years of making $200 per month contributions to the annuity. Obviously there is great variation in surrender charges and/or interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 3-5 years. Since many persons now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges tend to "lock you in," and should be avoided when possible.

The fifth and sixth columns show what would be the total accumulated value for retirement in 5 years and 30 years if one paid in $200 each month, paid all charges, and received the current interest rate for the period involved. The seventh column states the current annuity rate offered by the company at the present time for persons aged 65, choosing to receive payments for life with 10 years certain. The final column gives the estimated monthly income that would be achieved by paying in $200 per month for 30 years if the current interest rates and current annuity rates remain unchanged. This latter is a composite of several factors—current return, costs, and annuity assurances. *Remember: everything in this table is a hypothetical illustration.* No promises! No guarantees!

With the information from Tables 3 and 4 at hand, you can embark upon the effort to evaluate performance in fixed annuities. We told you it would not be simple, and indeed it is not!

TABLE 3 — FIXED ANNUITY ACTUAL AND GUARANTEED RESULTS

	ACTUAL	*5-YEAR*	*GUARANTEED RATES AND RESULTING VALUES*				
INSURER	*Add*	*Non-Add*	*5-Year*	*30-Year*	*Ann. Rate*	*Retmnt.*	*Interest Guaranteed*
Aetna*	14,905	16,603	13,171	136,381	5.73	782	4%
Am. Fidelity*	13,959	14,215	13,237	137,069	5.86	803	4%
Am. United*	14,838	14,817	13,236	137,054	5.49	752	4%
Century Life*	**14,026**	**15,323**	**13,448**	**149,962**	**5.89**	**883**	**4.5%**
Delta Life	**14,632**	**14,743**	**13,315**	**137,600**	**4.99**	**687**	**6.4%(1), 4%**
Equitable	**14,561**	**14,687**	**12,805**	**115,496**	**5.80**	**670**	**6%(1), 3%**
Fidelity Std	14,780	14,220	13,306	137,575	5.74	790	7.75%(1), 4%
Great Amer.*	15,142	15,608	13,279	137,503	5.77	794	4%
Gr. Am. Res.	14,651	14,907	13,374	149,070	6.57	979	4.5%
Great West*	**14,765**	**14,069**	**13,254**	**137,246**	**5.18**	**711**	**4%**
Horace Mann#	**14,529**	**14,208**	**13,448**	**149,961**	**6.14**	**921**	**4.5%**
IDS Life	**14,600**	**14,397**	**13,149**	**136,154**	**5.53**	**753**	**4%**
Jackson Nat'l	14,506	15,454	12,949	116,035	6.93	804	3%
Jefferson-Pilot*	14,504	14,673	13,279	137,503	6.62	910	4%
Kemper Inv.	14,734	14,564	13,309	135,131	6.62	895	4%
Life Of S'West	**14,816**	**14,899**	**13,412**	**137,920**	**6.08**	**839**	**4%**
Lincoln Nat'l*	**14,733**	**14,795**	**13,448**	**128,129**	**5.74**	**735**	**4.5%(5), 4%(5), 3.5%**
Metropolitan	**14,516**	**14,016**	**12,949**	**116,035**	**4.57**	**530**	**3%**
Mutual of America	14,554	14,643	12,948	110,028	6.02	662	3%
Mutual Of NY	14,793	14,995	12,985	125,001	7.09	886	7.25%(1), 3.5%
Nat'l Western	14,870	15,178	12,617	138,167	6.69	924	4%
Nationwide (Am.Cap.)	**14,427**	**14,086**	**12,925**	**124,424**	**5.66**	**704**	**3.5%**
Nationwide (Best Am)	**14,539**	**14,198**	**13,048**	**125,611**	**5.66**	**711**	**3.5%**
New England*	**13,421**	**13,361**	**13,448**	**149,962**	**5.47**	**820**	**4.5%**
Northern	14,906	15,186	12,948	116,028	5.32	617	3.0%
Prudential	14,862	15,197	14,500	121,378	4.63	562	5%(5), 4%(5), 3%
Safeco	14,727	14,777	13,308	145,466	5.91	860	4.34%
Security Ben.	**14,496**	**14,573**	**13,128**	**135,825**	**5.50**	**692**	**4%**
Security First	**N/A**	**N/A**	**13,289**	**137,445**	**5.74**	**789**	**4%**
Southwestern*	**14,030**	**14,402**	**13,221**	**137,349**	**5.52**	**758**	**4%**
State Bond	14,760	15,087	13,326	137,642	6.07	832	4%
State Farm	14,095	13,731	13,114	126,240	6.56	828	3.5%
TIAA/CREF	15,040	15,336	12,948	116,028	4.23	491	3%
TIAA/CREF SRA#	**14,923**	**15,321**	**12,948**	**116,028**	**4.23**	**491**	**3%**
TransAmerica*	**14,688**	**14,876**	**13,112**	**126,230**	**5.42**	**684**	**3.5%**
Travelers*	**13,840**	**14,327**	**13,122**	**126,259**	**6.08**	**768**	**3.5%**
Union Central*	14,618	14,490	13,002	119,321	5.88	702	4%
Union Mutual	14,680	14,727	13,279	137,503	5.26	723	7.1%(1), 4%
USAA Life	14,795	15,115	13,448	149,962	6.52	978	4.5%
VALIC*	**15,060**	**15,167**	**13,448**	**149,962**	**5.63**	**844**	**4.5%**
Western Nat'l	**15,023**	**15,002**	**13,279**	**137,503**	**6.62**	**910**	**4%**

*=One of two or more contracts available. #=Not available for ORP.

EVALUATING RETURN ON FIXED ANNUITIES

Analyzing current interest rates in annuity products is a very difficult and confusing task, as indicated in the section and tables on Fixed Annuities in preceding sections. Insurance companies and insurance salespersons seem to devote a lot of time and ingenuity to asserting advantage over other companies by complicated and questionable practices with regard to current interest rates.

Here is a series of questions you ought to have answered about interest rates on fixed annuities if you are now using such a product or if you plan to do so: Is this current interest rate paid on the entire accumulation or only on new money? What interest is now being paid on "old" money (paid in previous years)? How often is interest rate changed? Is a different rate applied if money is withdrawn and transferred to another company? Is a different interest applied if no current payments are being made? Has the interest rate of this company been consistent, relative to other interest rates over several years? What is the basis for this interest rate varying (if it does) from what seems normal at this time? When do payments received begin to earn interest? How is interest compounded? What interest will I be getting on money after I retire and annuitize my accumulation?

Perhaps the most tell-tale factor on current interest is the method of crediting interest. The three major methods are designated for each company and its major annuity product in Table 4. The "full portfolio" method of crediting interest (designated by ALL in Table 4) used to be the universal plan. Then, one current interest could be compared rather directly with another. About ten years ago in a period of rising interest rates, some companies decided to quote a much higher current interest but apply it only to money received in the present. These companies are designated by NEW in Table 4. Obviously, a company which applies current interest only to new money can escalate (or deflate) interest rates almost at will, keeping them related to current bond markets, and having little influence on interest paid on past "bands" or collections of

TABLE 4—FIXED ANNUITY CURRENT ILLUSTRATIVE RESULTS

Insurer	Interest Rate	Credit Method	Withdrawal Loss 5-Year	Withdrawal Loss 30-Year	Retirement Values 5-Year	Retirement Values 30-Year	Annuity Rate	Ret'ment Income
Aetna*	7.75	ALL	-578	NONE	14.474	288.335	7.74	2.232
Am. Fidelity*	6.30	ALL	NONE	NONE	14.004	205.845	7.62	1.569
Am. United*	7.32	NEW	-861	NONE	14.350	248.142	7.20	1.811
Century Life	**7.25**	**ALL**	**-1,153**	**NONE**	**14,410**	**246,377**	**8.07**	**1,988**
Delta Life	**6.85**	**ALL**	**-760**	**NONE**	**14,071**	**224,105**	**7.524**	**1,686**
Equitable	**7.35**	**ALL**	**-691**	**NONE**	**14,272**	**249,665**	**7.76**	**1,937**
Fidelity Std	7.75	TWO	-1.276	-91.992	14.592	270.500	7.63	2.064
Great Amer.*	8.10	TWO	-1.510	-109.104	14.720	288.923	8.08	2.334
Gr. Am. Res.†	**8.00**	**NEW**	**-584**	**NONE**	**14,595**	**281,821**	**10.10**	**2,846**
Great West*	**7.81**	**NEW**	**-720**	**NONE**	**14,571**	**272,914**	**7.87**	**2,148**
Horace Mann#	**6.50**	**NEW**	**NONE**	**NONE**	**14,038**	**216,029**	**7.32**	**1,577**
IDS Life	6.65	NEW	-838	-1.008	14.059	218.406	7.60	1.660
Jackson Nat'l	7.50	NEW	-1.016	NONE	14.506	258.230	7.64	1.973
Jefferson-Pilot	6.60	NEW	-706	NONE	14.122	218.228	6.87	1.499
Kemper Inv.	**6.00**	**NEW**	**-543**	**-427**	**13,965**	**193,374**	**7.65**	**1,479**
Life Of S'West	**7.00**	**NEW**	**-716**	**NONE**	**14,463**	**236,116**	**7.56**	**1,785**
Lincoln Nat'l*	**8.95**	**NEW**	**-502**	**NONE**	**14,275**	**297,234**	**7.85**	**2,333**
Metropolitan	6.50	NEW	-600	-672	14.143	214.557	8.25	1.770
Mutual of America	7.10	ALL	NONE	NONE	14.228	237.310	7.20	1.709
Mutual Of NY	7.25	NEW	-714	NONE	14.277	244.104	7.82	1.909
Nat'l Western	**8.00**	**ALL**	**-1,130**	**NONE**	**13,955**	**284,891**	**9.08**	**2,587**
Nationwide (Am.Cap.)	**6.25**	**NEW**	**-556**	**-622**	**13,854**	**202,060**	**7.79**	**1,574**
Nationwide (Best Am.)*	**6.25**	**NEW**	**-557**	**-621**	**13,985**	**203,960**	**7.79**	**1,589**
New England*	6.00	NEW	-1117	NONE	13.965	195.851	6.61	1.295
Northern*	7.82	NEW	-575	NONE	14.385	237.050	8.60	2.039
Prudential	**7.50**	**NEW**	**-870**	**NONE**	**14,500**	**258,129**	**8.16**	**2,106**
Safeco	**6.80**	**NEW**	**-760**	**NONE**	**14,068**	**215,851**	**7.06**	**1,524**
Security Ben.	**6.50**	**NEW**	**-480**	**NONE**	**14,073**	**227,267**	**7.25**	**1,648**
Security First*	7.25	NEW	-1.008	NONE	14.389	246.018	8.16	2.008
Southwestern*	7.-7.40	ALL	-571	NONE	14.294	249.641	7.50	1.872
State Bond	7.00	NEW	-1.143	-6.203	14.325	235.302	7.02	1.652
State Farm	**5.20**	**NEW**	**-274**	**NONE**	**13,689**	**169,685**	**8.05**	**1,366**
TIAA/CREF	**7.50**	**NEW**	**LIMIT**	**LIMIT**	**14,500**	**258,128**	**8.26@**	**2,132**
TIAA/CREF SRA#	**7.00**	**NEW**	**NONE**	**NONE**	**14,320**	**235,214**	**8.26@**	**1,943**
TransAmerica*	6.90	NEW	-1.143	NONE	14.284	230.905	7.85	1.813
Travelers*	7.15	NEW	-840	-840	14.376	241.879	7.4499	1.802
Union Central*	6.50	NEW	-142	NONE	14.143	214.720	7.44	1.598
Union Mutual	**7.10**	**ALL**	**LIMIT**	**NONE**	**14,356**	**239,610**	**8.94**	**2,142**
USAA Life	**7.55**	**ALL**	**-25**	**-25**	**14,518**	**260,552**	**7.55**	**1,967**
VALIC*	**7.75**	**NEW**	**-600**	**NONE**	**14,591**	**270,449**	**8.37**	**2,264**
Western Nat'l	7.25	NEW	-577	NONE	14.410	246.377	8.29	2.042

*=1 of 2 or more contracts. #=Not available for ORP. @=Rate is higher on earlier contributions.
†=Bonus available in ORP or upon annuitizing.

payments. A more recent development in this area is the plan of crediting one interest rate for money that is reserved for annuitizing with the company, and a substantially lower rate for money that is ever withdrawn or transferred from the company. This is often called the "two-tier" plan and is designated with TWO in Table 4.

Since this method is rather new, a brief explanation is in order. The theory behind two-tier crediting is that, since short-term participants are much more expensive for a company than long-term participants, it makes sense to divide the two. But, since you never know who will be a short- or long-term participant, the way to accomplish this is to give a substantially greater interest if the person turns into a long-term participant/annuitant than if he or she turns into a short-termer. This way, the company can quote a high current interest rate—and assert an advantage over other companies—and yet protect itself from having to pay out that interest at any time soon. And, further, since annuity rates are not tied to current interest, the company has the opportunity sometime in the future, if the customer annuitizes, of adjusting the annuity rate (down to the guarantee) to suit circumstances. This factor is facilitated by the fact that all of these products are recent in origin and therefore do not have an accumulated group of potential early annuitants on the roster.

The cost of withdrawing or transferring these products is very high in early years and continues even into final years, discouraging the customer from utilizing this possibility. You may note in Table 4 that the loss for withdrawal can be over $100,000 in a few products, based on the value of $200 per month for 30 years. Some of these companies will allow annuitizing for as short a period as 3 to 5 years, but the control of the annuity rate still leaves the company in full command. In some instances the interest credited to the withdrawal value may equal or exceed current interest in some other products, largely negating the differential cash value. Many annuities have surrender charges to discourage transfer or withdrawal in early years, allowing the company to regain its "up front" costs; but most of them disappear after 5 to 15 years of participation. They continue forever with the "two-tier" product.

An even more recent idea being used by some insurance companies is to add a "bonus" interest to your account if you stay with the company a certain length of time or annuitize with the company. Instead of a penalty charge or reduction in interest if you surrender or transfer, these products offer you a "carrot" for staying with the company. A "bonus" plan needs to be carefully analyzed: When is the bonus available? Can it be achieved without annuitizing? How does it increase the yield to maturity?

Remember "current interest" is only a small part of the whole story, and a factor easily manipulated. What is important is the real or effective rate of return over the entire life of the contract. Actual performance over some past period is the best basis for judging performance. Also, flexibility and liquidity are extremely important considerations over the long periods in which people purchase and then live on proceeds from ORP/TDA products.

Be sure to seek answers to the above questions on current interest rates. And if the agent does not know the answers, look elsewhere.

ASSESSING THE COSTS

Costs vary significantly between companies, and are often somewhat difficult to judge and to understand. There are basically four different kinds of charges: a) sales load, applied only to new money going into plan; b) monthly or annual policy or custodial fees (which may apply whether payments are being made or not); c) surrender charges and transaction fees; and d) fees charged against the entire accumulation in the account for management services, expenses, and mortality assurances. Results in most tables throughout these articles are supposed to be after deduction of appropriate charges.

Table of Charges

Table 5 lists all charges for each company in an abbreviated form. In this table and in Tables 3 and 4 when it is written "5%(5), 4%(5), 3%", it should be read as 5% the first 5 years, 4% next 5 years, 3% thereafter. Dollars followed by parentheses read the same way. The range of annual fees charged against the entire accumulation in variable accounts and mutual funds is listed in the final column. These charges vary greatly, and are elaborated in the Prospectus. Money market and index funds are usually lowest in cost, with international funds usually highest. These charges are spelled out clearly for variable and mutual funds; similar charges are made against Fixed accounts (by the "spread" between actual investment results and current interest credited to participants) but the amounts are not specified or revealed.

This table reveals that charges vary greatly between companies and that some are easily misunderstood or can be used deceptively. A good company doing a good job deserves modest but adequate compensation. Be sure to consider all aspects of the product—including these costs.

This table makes clear that 13 listed companies report only on fixed annuities, 14 offer only mutual fund products, and 28 report on combination products. It also notes companies offering more than one product in the market and those that have not adapted their product for use in ORP.

TABLE 2-A — MONEY MARKET FUND PERFORMANCE

Fund Name	1991	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Number Ranked		31		31		31		13		30
Aetna - Encore	5.21	16	21.70	16	36.27	17	103.52	11	17,258	1
Amer. - Csh. Mgt.	5.50	13	24.10	7	41.80	4	121.00	3	14,374	8
Amer. Cap. - Reserve	5.33	15	21.56	15	40.22	10	113.59	9	14,318	11
Conn. MuM Mkt	**4.82**	**18**	**21.70**	**16**	**36.66**	**16**			**14,130**	**15**
Equit. - MMkt	**4.69**	**22**	**20.46**	**23**	**34.33**	**24**			**13,823**	**26**
Fid. Stand. - MMkt	**4.01**	**29**	**18.86**	**28**	**30.67**	**31**			**13,809**	**27**
Fidel. - Csh Res	6.00	2	24.50	4	42.11	3	121.27	2	14,625	3
Fidel. - US Govt.	5.65	10	23.71	11	40.40	8	113.96	8	14,535	4
GrAmRes. - MMkt	4.90	17	21.60	18	35.90	18	102.50	12	14,000	17
GrWest - MMkt	**4.56**	**24**	**19.93**	**25**	**33.82**	**25**			**13,948**	**19**
HMann-ShTerm	**5.93**	**5**	**23.75**	**10**	**39.78**	**12**			**12,944**	**30**
IDS Cash Mgmt	**5.52**	**12**	**23.85**	**9**	**40.68**	**7**	**115.10**	**7**	**14,332**	**10**
IDS Fund H	4.78	20	20.95	19	35.48	20	99.32	13	13,905	21
Kemper - MMkt	4.34	28	19.88	26	33.82	25			13,937	20
LincNat'l - MMkt	4.68	23	20.90	20	35.54	19			14,043	16
MONY - MMkt	**5.76**	**7**	**24.23**	**6**	**38.85**	**13**			**14,172**	**14**
Mutual of Am-MMkt	**4.40**	**26**	**20.08**	**24**	**34.51**	**22**			**13,950**	**18**
Nat'wide - MMkt	**3.77**	**31**	**18.48**	**30**	**32.90**	**29**			**13,874**	**23**
New England - MMkt	4.79	19	17.01	31	34.40	23			13,864	25
PriceFd. - Prime	5.67	8	23.98	8	41.26	6	120.54	4	14,370	9
PriceFd. - USTr	5.39	14	22.60	14	37.64	14			14,189	13
Prudential - MMkt	**5.63**	**11**	**23.71**	**11**	**40.24**	**9**			**14,671**	**2**
Scudder - Cash Inv.	**5.96**	**3**	**24.39**	**5**	**41.46**	**5**	**117.20**	**6**	**14,408**	**6**
Scudder - US Treas.	**5.66**	**9**	**22.79**	**13**	**37.44**	**15**	**104.30**	**10**	**14,222**	**12**
SecBen. - MMkt	4.39	27	19.85	27	33.50	27			13,757	29
Security First - MMkt	4.01	29	18.86	28	30.67	31			13,809	27
TransAm - Cash Res.	5.79	6	24.82	2	42.68	1	123.36	1	14,452	5
TransAm - Govt	**5.96**	**3**	**25.03**	**1**	**40.11**	**11**			**14,406**	**7**
Travelers-MMkt	**4.72**	**21**	**20.90**	**20**	**35.38**	**21**			**13,873**	**24**
USAA - MMkt	**6.06**	**1**	**24.58**	**3**	**42.35**	**2**	**120.02**	**5**		
VALIC - MMkt	4.49	25	20.47	22	33.10	28			13,895	22

TABLE 2-C — GENERAL STOCK FUND PERFORMANCE

Fund Name	1991	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Number Ranked		29		29		29		19		28
Am.Cap - Equ. Inc.	26.67	15	39.16	20	43.76	28	314.60	13	16,166	13
Am.Cap. - Gr. & Inc.	30.24	8	34.15	22	40.89	29	336.60	11	16,117	14
Amer. - Fund Inv.	35.80	6	57.10	10	89.10	7	437.00	4	15,859	17
Amer. - Invm. Co.	**26.50**	**16**	**64.90**	**5**	**97.00**	**5**	**448.60**	**2**	**16,524**	**11**
Amer. - Mutual	**21.70**	**24**	**50.00**	**15**	**76.70**	**15**	**369.80**	**6**	**15,446**	**22**
Amer. - Washington	**23.50**	**23**	**53.20**	**12**	**82.70**	**11**	**448.30**	**3**	**15,683**	**20**
AmFid. - Annuity	18.48	27	60.53	6	76.89	14	264.47	19	17,372	4
Equitab. - Stock	35.81	5	52.88	13	97.23	4	322.13	12	16,666	10
Fid.Stand.-Gr & Inc.	24.90	21	32.49	24	61.33	23	269.41	16	14,967	24
Fidel.-Equ.Inc.	**29.40**	**10**	**32.03**	**26**	**59.08**	**25**	**348.76**	**9**	**15,497**	**21**
Fidel.-Gr. & Inc.	**41.84**	**4**	**71.34**	**3**	**122.87**	**2**			**18,778**	**2**
GrAmRes. - Stock	**42.30**	**3**	**72.60**	**2**	**87.60**	**8**	**266.40**	**18**	**18,539**	**3**
IDS - Fund F	45.17	2	81.99	1	125.88	1	357.84	7	19,500	1
IDS - Stock	27.66	13	68.35	4	102.90	3	346.29	10	16,924	8
IDS - Str. Equity	28.36	11	46.70	17	87.37	9			16,742	9
Keystone - S-1	**25.84**	**17**	**55.05**	**11**	**77.55**	**13**	**279.58**	**15**	**16,970**	**7**
Mer. Lynch - Bas. Value	**25.60**	**18**	**29.00**	**28**	**65.00**	**22**	**357.10**	**8**	**14,941**	**26**
Mer. Lynch - Intern.	**15.90**	**28**	**26.60**	**29**	**50.30**	**27**			**14,521**	**27**
MONY - Equ. Inc.	19.98	25	36.98	21	71.11	20			15,263	23
Mut. of Amer. - Stock	72.80	1	48.49	16	75.38	18			16,003	15
Price Fd. - Equ. Inc.	25.28	19	32.82	23	75.48	17			15,775	18
PriceFd. - Gr&Inc.	**31.53**	**7**	**39.43**	**19**	**67.01**	**21**			**15,929**	**16**
Pruden. - Stock	**25.07**	**20**	**51.48**	**14**	**75.31**	**19**			**16,200**	**12**
Scudder-Gr&Inc.	**28.16**	**12**	**58.17**	**8**	**83.37**	**10**			**17,130**	**5**
Secur. First - Gr. & Inc.	24.90	21	32.49	24	61.33	23	269.41	16	14,967	24
TIAA/CREF	30.09	9	57.25	9	94.18	6	400.85	5	17,058	6
USAA Inc. Stock	27.33	14	59.59	7	75.75	16				
W&R - Acumul.	**14.12**	**29**	**30.49**	**27**	**56.26**	**26**	**313.85**	**14**	**14,325**	**28**
W&R - Income	**19.55**	**26**	**44.18**	**18**	**81.34**	**12**	**449.65**	**1**	**15,743**	**19**

TABLE 2-B — BOND FUND PERFORMANCE

Fund Name	1991	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Number Ranked		56		55		56		24		55
Aetna - Income	17.94	15	[illegible]		57.84	6	236.08	11	16,188	10
AmCap - Corp.	16.73	22	37.48	42	48.65	28	248.28	8	15,526	24
AmCap - GovSec.	16.28	26	42.09	13	48.34	29			16,241	8
AmCap - HiYield	**41.28**	**2**	**13.87**	**52**	**24.94**	**54**	**191.44**	**20**	**13,878**	**52**
Amer. - Bond	21.00	9	37.70	25	55.40	9	269.00	4	15,173	36
Amer.- Govt. Sec.	14.20	41	40.00	18	51.20	23			15,092	37
Conn. Mu. Income	17.30	18	39.64	21	50.88	24	207.04	17	15,837	19
Fid.Stan. - Bond	13.08	48	27.02	44	36.15	47	136.13	24	14,795	44
Fidel. - Flexible	18.91	13	42.52	10	53.99	16	228.44	12	16,359	5
Fidel. - GNMA	**13.57**	**45**	**42.87**	**8**	**54.88**	**13**			**16,218**	**9**
Fidel. - Intm. Bond	**14.50**	**39**	**37.69**	**26**	**50.58**	**25**	**217.06**	**14**	**15,892**	**16**
First Inv.-Govt. Bd.	**15.36**	**35**	**41.47**	**15**	**52.15**	**20**			**14,907**	**43**
GrAmRes. - Bond	19.60	11	44.20	5	56.60	8	204.70	18	16,095	12
GrWest - Bond	13.26	46	35.19	32	42.83	40			15,305	28
HMann - Income	14.93	38	42.72	9	52.72	18			14,258	50
IDS - Bond	**20.74**	**10**	**39.87**	**19**	**58.83**	**5**	**288.60**	**2**	**15,293**	**29**
IDS - Extra Inc.	**38.45**	**5**	**18.86**	**49**	**35.39**	**50**			**14,170**	**51**
IDS - Fed Inc.	**11.00**	**54**	**35.08**	**33**	**50.51**	**26**			**14,683**	**47**
IDS - Fund G	16.47	24	29.70	41	41.67	43	214.08	16	14,951	41
IDS - Selective	17.07	20	45.11	2	55.22	10	291.53	1	15,254	33
IDS - Str. Inc.	16.60	23	35.40	31	47.40	33			15,689	22
Kemper - Hi Yield	**49.64**	**1**	**21.52**	**48**	**45.20**	**37**			**15,284**	**31**
Keystone - B-1	**11.91**	**50**	**36.35**	**29**	**42.15**	**42**	**224.79**	**13**	**15,851**	**18**
Keystone - B-2	15.67	31	18.22	50	36.00	49	197.41	19	14,923	42
Keystone - B-4	38.79	3	4.42	54	12.89	55	138.55	23	13,693	54
LincNat'l - Bond	16.21	27	37.58	27	47.55	31			15,678	23
Mer.Lynch - Corp Hi Inc.	38.70	4	36.10	30	60.00	4	250.00	7	16,288	7
Mer.Lynch - Corp. Qua.	**16.20**	**28**	**39.00**	**22**	**51.80**	**22**	**247.00**	**9**	**15,954**	**14**
Mer.Lynch - Global	**13.70**	**43**	**38.90**	**23**	**75.90**	**1**			**16,383**	**4**
Mer.Lynch - Ret. Inc.	**11.50**	**51**	**38.00**	**24**	**49.70**	**27**			**15,858**	**17**
Metropol - Income	15.94	30			47.35	34			14,735	46
MONY - Long Term	17.28	19	45.46	3	55.14	11			16,127	11
Mut. of Amer. - Bond	14.20	41	31.81	40	37.71	46			15,000	40
NatWide - Govt. Bd.	10.31	55	36.46	28	45.29	36			15,786	20
New England - Bd.	**16.38**	**25**	**27.33**	**43**	**48.30**	**30**			**15,523**	**25**
PriceFd. - GNMA	**15.04**	**36**	**44.30**	**4**	**54.16**	**15**			**17,027**	**1**
PriceFd. - HiYld	30.90	6	14.85	51	39.54	44			15,307	27
PriceFd. - Intern	17.75	16	32.28	38	66.61	3			16,978	2
PriceFd. - NewInc.	15.51	34	41.00	16	54.83	14	215.92	15	16,717	3
PriceFd. - ShTerm	**11.21**	**52**	**32.79**	**37**	**47.43**	**32**			**15,780**	**21**
Pruden. - Bond	**15.57**	**32**	**39.87**	**19**	**46.02**	**35**			**15,292**	**30**
Scudder - GNMA	**15.01**	**37**	**42.94**	**7**	**54.93**	**12**			**16,078**	**13**
Scudder - Income	17.32	17	42.38	11	57.21	7	255.99	5	16,290	6
Scudder - Short Term	14.28	40	42.25	12	53.38	17			15,908	15
SecBen. - HiGrade	15.57	32	34.65	34	44.27	39			15,223	35
SecurFirst - Bond	**13.08**	**48**	**27.02**	**44**	**36.15**	**47**	**136.13**	**24**	**14,795**	**44**
TransAm. - Govt.	**16.74**	**21**	**40.28**	**17**	**52.06**	**21**			**15,270**	**32**
TransAm. - Quality	**18.02**	**14**	**41.91**	**14**	**52.51**	**19**	**245.32**	**10**	**15,353**	**26**
Travelers - HiYld.	24.61	8	12.44	53	25.09	53			13,778	53
Travelers-Qu.Bd.	13.16	47	33.18	36	44.49	38	174.61	21	15,033	39
USAA - Income	19.36	12	49.52	1	70.05	2	272.61	3		
VALIC - Cap Cons.	**16.00**	**29**	**26.69**	**46**	**30.46**	**52**			**14,661**	**48**
VALIC - Govt. Sec	**13.59**	**44**	**32.31**	**38**	**34.34**	**51**			**15,045**	**38**
W&R - Bond	**7.75**	**56**	**25.30**	**47**	**42.25**	**41**	**255.46**	**6**	**14,568**	**49**
W&R - Govt. Sec.	11.13	53	33.98	35	38.47	45			15,239	34
W&R - High Inc.	25.76	7	-1.48	55	10.53	56	159.82	22	12,729	55

TABLE 2-E — BALANCED FUND PERFORMANCE

Fund Name	1991	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Number Ranked		16		15		16		9		15
AmCap - Harbor	23.08	11	37.73	15	44.99	16	301.04	7	16,175	7
Amer. - Balanced	24.70	6	49.20	8	75.10	8	334.10	5	15,576	9
Amer. - Income	23.80	8	47.60	9	70.70	10	359.60	2	15,514	11
Conn. Mu. - Tot. Ret.	**27.71**	**4**	**55.69**	**4**	**78.46**	**6**			**16,909**	**3**
Equit. - Balanced	**40.02**	**1**	**71.94**	**1**	**91.70**	**3**			**18,322**	**1**
Fidel. - Balanced	**26.78**	**5**	**51.06**	**6**	**78.34**	**7**			**17,156**	**2**
Fidel. - Puritan	24.46	7	39.40	13	62.76	13	354.60	3	15,983	8
First Inv. - Global	16.85	14	41.50	12	111.05	1	311.69	6	14,907	14
HMann - Balanced	21.57	12	52.93	5	68.07	12			15,534	10
IDS - Mutual	**23.57**	**9**	**42.21**	**11**	**71.99**	**9**	**344.19**	**4**	**15,288**	**13**
Keystone - K-1	**21.00**	**13**	**44.95**	**10**	**68.81**	**11**	**291.72**	**8**	**16,544**	**6**
Mer. Lynch - Capital	**23.10**	**10**	**49.80**	**7**	**85.00**	**5**	**367.20**	**1**	**16,829**	**4**
Mut. of Amer. Comp.	16.60	15	39.22	14	58.40	14			15,334	12
SecBen. - Inc/Gr	36.15	2	63.06	2	96.89	2			13,757	15
TransAm. - Gr. Inc.	32.29	3	61.30		85.42	4	286.76	9	16,611	5
USAA - Cornerstone	16.23	16	28.68	16	52.03	15				

TABLE 2-F — MANAGED FUNDS PERFORMANCE

Fund Name	1991	r	3 Yr.	r	5 Yr.	r	5 Yr.Add	r
Number Ranked		14		13		14		14
IDS Fund N	28.15	3	63.10	3	83.99	3	17,291	3
IDS - Mgt. Retirement	45.94	1	96.89	1	127.92	1	18,871	1
Kemper - Tot. Ret.	35.74	2	73.24	2	88.73	2	18,136	2
LincNat'l - Manag.	**20.66**	**7**	**43.43**	**8**	**66.66**	**6**	**15,972**	**10**
Metropol. - Divers.	**23.42**	**5**			**61.70**	**9**	**16,170**	**6**
MONY - Diversified	**20.07**	**10**	**49.67**	**6**	**68.15**	**5**	**16,194**	**5**
MONY - Soc. Resp.	16.06	12	45.20	7	74.40	4	15,567	11
Nationwide Tot. Ret.	20.93	6	34.10	12	39.87	14	16,087	7
Pruden. - Aggres.	24.49	4	52.25	5	64.77	8	16,596	4
[illegible]	**18.18**	**11**	**43.32**	**9**	**57.06**	**11**	**15,934**	**9**
Travelers - In Time	**13.25**	**13**	**30.53**	**13**	**57.02**	**12**	**14,543**	**14**
Travelers - ManAm.	**20.25**	**8**	**52.12**	**4**	**66.30**	**7**	**15,998**	**8**
VALIC - TimedOpp	20.13	9	34.42	11	56.69	13	15,196	13
W&R - Ret. Shares	**11.93**	**14**	**40.57**	**10**	**58.16**	**10**	**15,316**	**12**

TABLE 2-D — GROWTH FUND PERFORMANCE

Fund Name	1991	r	3 Yr.	r	5 Yr.	r	10 Yr.	r	5 Yr.Add	r
Number Ranked		65		64		65		40		63
Aetna - Variable	24.82	49	62.29	29	91.42	27	372.27	11	17,238	30
AmCap - Comstk.	31.96	36	47.89	44	15.07	65	325.69	18	11,383	63
AmCap - Emer. Gr.	60.43	7	91.97	13	83.27	40	317.87	20	21,357	6
AmCap - Enterpr.	**39.23**	**25**	**57.86**	**35**	**57.35**	**55**	**314.06**	**21**	**18,375**	**22**
AmCap - Pace	**31.73**	**37**	**43.88**	**48**	**44.06**	**58**	**334.27**	**16**	**16,854**	**35**
Amer. - Capital	**36.90**	**29**	**67.10**	**26**	**102.90**	**22**	**338.10**	**15**	**16,743**	**37**
Amer. - Euro-Pac.	18.60	53	47.10	45	91.30	28			15,674	47
Amer. - Growth	35.80	31	69.30	24	115.30	16	376.90	10	17,068	31
Amer. - New Econ.	29.20	43	53.00	41	86.30	34			15,684	46
Amer. - New Persp.	**22.60**	**50**	**51.20**	**42**	**89.40**	**31**	**385.20**	**8**	**15,558**	**48**
Conn. Mut - Growth	**36.38**	**30**	**68.30**	**25**	**90.12**	**29**	**379.85**	**9**	**17,593**	**28**
Equit. - Aggres. St.	**85.65**	**1**	**179.19**	**1**	**175.52**	**2**			**29,946**	**1**
Fidel. - Cap Appr.	9.99	62	17.69	58	93.17	26			14,276	56
Fidel. - Contratd.	54.92	9	130.05	3	173.65	3	422.10	4	22,970	3
Fidel. - Growth Co.	48.33	17	117.65	4	148.32	6			21,979	5
Fidel. - Magellan	**41.03**	**24**	**81.24**	**16**	**124.73**	**12**	**733.20**	**1**	**19,371**	**15**
Fidel. - OTC	**49.61**	**16**	**85.25**	**15**	**131.22**	**9**			**19,897**	**11**
Fidel. - Ret. Gr.	**45.58**	**21**	**70.58**	**23**	**115.43**	**15**			**18,509**	**19**
Fidel. - Value	26.20	48	35.26	51	59.57	54	265.33	30	15,713	45
GrWest - Growth	21.78	51	35.94	50	65.24	51			18,487	20
HMann - Growth	26.50	47	55.29	38	83.46	39			16,374	42
IDS - Discovery	**52.89**	**11**	**108.29**	**7**	**101.92**	**23**	**258.49**	**31**	**18,985**	**17**
IDS - Growth	**46.94**	**20**	**107.22**	**8**	**119.98**	**13**	**339.42**	**14**	**19,258**	**16**
IDS - Internat.	**11.74**	**60**	**23.87**	**56**	**39.82**	**60**			**13,402**	**57**
IDS - New Dimens.	50.68	15	109.20	6	160.66	4	546.52	3	20,438	9
IDS - Progressive	26.57	46	14.14	60	40.06	59	282.65	26	12,865	58
IDS - Str. Aggres.	51.08	14	99.38	10	103.43	21			19,756	13
Jefferson Pilot - Gr.	**30.33**	**39**	**58.35**	**34**	**63.78**	**52**			**16,959**	**33**
Kemper - Equity	**57.21**	**8**	**98.64**	**11**	**96.53**	**25**			**19,709**	**14**
Keyst. - Am.-Emerg.	**64.28**	**5**	**133.91**	**2**	**188.97**	**1**	**325.51**	**19**	**24,936**	**2**
Keyst. - Am.-Growth	54.74	10	76.87	18	125.47	11	311.21	22	19,876	12
Keyst. - Am.-Omega	47.15	18	91.12	14	136.00	7	289.42	24	21,313	7
Keyst. - Internat.	11.24	61	-10.24	64	15.22	64	181.47	39	12,238	61
Keyst. - K-2	**38.58**	**27**	**62.40**	**28**	**77.54**	**44**	**330.81**	**17**	**17,946**	**24**
Keyst. - Prec.Met.	**5.22**	**64**	**-1.62**	**62**	**19.91**	**63**	**49.25**	**40**	**11,549**	**62**
Keyst. - S-3	**39.09**	**26**	**60.73**	**30**	**85.30**	**36**	**276.77**	**27**	**17,797**	**27**
Keyst. - S-4	69.90	4	99.88	9	111.53	17	237.29	32	21,169	8
LincNat'l - Growth	29.61	42	55.12	39	90.11	30			16,780	36
LincNat'l - Sp.Opp.	41.83	23	71.31	22	88.50	32			17,475	29
Mer Lynch - Pacific	**16.70**	**56**	**19.50**	**57**	**80.00**	**43**	**550.20**	**2**	**15,068**	**50**
Mer Lynch - Phoenix	**30.00**	**41**	**16.30**	**59**	**65.40**	**50**			**14,926**	**52**
Metropol - Growth	**31.48**	**38**			**85.56**	**35**			**16,864**	**34**
MONY - Equ. Growth	34.28	33	72.62	21	106.63	19			17,925	25
New England - Cap.Gr.	51.92	13	46.44	46	153.00	5			18,464	21
PriceFd - Cap. App.	21.59	52	45.79	47	86.85	33			15,871	44
PriceFd - Growth	**33.80**	**34**	**60.61**	**31**	**76.64**	**45**	**274.76**	**28**	**17,028**	**32**
PriceFd - Intern.	**15.87**	**57**	**30.60**	**53**	**66.34**	**49**	**409.59**	**6**	**15,155**	**49**
PriceFd - New Amer.	**61.95**	**6**	**96.71**	**12**	**111.15**	**18**			**20,206**	**10**
PriceFd - New Era	14.74	58	30.12	54	69.15	48	221.74	34	14,451	54
PriceFd - New Hor.	52.30	12	73.69	20	83.74	38	202.59	38	18,247	23
Pruden. - Cap. Gr.	30.31	40	57.39	36	69.45	47			16,686	38
Scudder - CapGr.	**42.96**	**22**	**58.80**	**33**	**104.48**	**20**	**416.56**	**5**	**17,884**	**26**
Scudder - Devel.	**71.93**	**2**	**114.98**	**5**	**135.37**	**8**	**[illegible]**	**29**	**22,266**	**4**
Scudder - Global	17.07	55	50.57	43	84.90	37			16,068	43
Scudder - Intern.	11.78	59	29.34	55	55.26	56	351.22	13	14,400	55
Scudder - Japan	3.11	65	-3.73	63	52.89	57	386.78	7	12,534	60
SecBen. - Growth	34.45	32	59.70	32	82.46	42	211.91	36	16,395	39
TransAm - CapAppre.	**38.00**	**28**	**55.96**	**37**	**129.93**	**10**			**16,385**	**40**
Travelers-Aggr.	**33.39**	**35**	**41.27**	**49**	**39.63**	**61**			**15,003**	**51**
Travelers-Growth	**27.71**	**45**	**53.82**	**40**	**72.48**	**46**	**[illegible]**	**35**	**16,379**	**41**
USAA - Aggr. Gr.	71.69	3	76.32	19	99.63	24	227.72	33		
USAA - Growth	27.81	44	62.68	27	82.60	41	211.76	37		
W&R - Internat.	9.13	63	6.11	61	36.70	62	282.76	25	12,754	59
W&R - Sci&Energy	**47.00**	**19**	**80.03**	**17**	**116.56**	**14**	**366.83**	**12**	**18,951**	**18**
W&R - Vanguard	**17.25**	**54**	**34.08**	**52**	**62.00**	**53**	**[illegible]**	**23**	**14,848**	**53**

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TABLE 5 — SUMMARY OF CHARGES MADE BY EACH COMPANY

Company	F=Fixed; V=Variable; M=Mut. Fds; PF=Policy Fee; SC=Surrender Chg; Pmt=Payment; M=1000	Ann. Fee Range (Var.)
Aetna*	F&V: No Sales but $20/yr. PF; SC=5%(5), 4%(2), 3%(2), 2%(1)0% after 10 yrs.	1.5%
Am. Cap. Fds	M: 0% to 8.5% sales; $12.50/yr. CF; $5 transfer fee., $15 SC	.82–2.22%
American Fds	M:0% to 5.75% sales; $10/yr CF	.59–1.35%
Am. Fidelity*	F+V: 3% Sales on V. $15 PF (once only); No SC.	1.285%
Am. United*	F: No sales; SC=10% scaling down to 0% after 10 yrs.; V:6%($5m), 4% thereafter; No SC.	1.2%
Century Life #*	F: No sales; SC=12% of premiums paid scaling down to 0% after 12 yrs.	Not Offered
Conn. Mutual	V: No sales but $40/yr. CF; SC=5%(5), 4%(5), 0% after 10 yrs.	1.36–1.53%
Delta	F: No sales but $12/yr. PF; SC=8%(3) scaling down to 0% after 10 yrs.	Not Offered
Equitable	F&V: No sales but $30 /yr.PF waived after $25m; SC=6%(5), 5%(3), scaling down to 0% after 12 yrs.	1.75%
Fidelity Funds	M: No sales but $12/yr. per account; SC=$10.	.035–2.60%
Fidelity Std	F&V: No sales but $10 transaction fee; SC=7% declining to 0% on pmts held 1-5 yrs.	1.70–1.85%
First Inv. Fds	M: 0% to 6.9% + 7.50/yr. CF and $5 exchange fee, currently being waived	.83–1.95%
Gr. American *	F: No sales; SC=20% of 1st yr pmt + reduced interest, partially reinstated after 15 yrs.	Not Offered
Gr. Amer. Res.	F&V: No sales but $15/yr. PF; SC=on F 5%(5), 3%(5), 2%(5), 0% after 15 yrs; No SC on V	1.49%
Great West*	F&V: No sales but 0 to $27/yr. PF; SC=6% of pmt. last 6 yrs. thru 15th yr.	1.50–1.85%
Horace Mann #	F&V: No sales but $0 to $25/yr. PF; SC=8%(2) scaling down to 0% after 5yrs.; transfer fee waived currently.	1.60%
IDS Funds #	M: 0% to 5% Sales + $21/yr. Adm. Fee; some have SC=5% declining to 0% after 7yrs.	.59–1.92%
IDS Life	F&V: No sales but $24/yr. PF; SC=7% on pmts. held less than 6 yrs.	1.68–2.08%
Jackson Nat'l	F: No sales but $20/yr. PF currently being waived; SC=12% scaling down to 0% after 7 yrs.	Not Offered
Jefferson-Pilot*	F&V: No sales but $15/yr. PF until over $10,000; SC=9% scaling down to 0% after 15 yrs.	1.4855%
Kemper Invest.*	F&V: No sales but $25/yr. PF on Variable; SC=6% declining to 0% on pmts held 1-5 yrs.	1.88–2.30%
Keystone Fds	M: 0% to 4.75% sales + $20/yr. CF + $10 /transfer; SC=4%-1% of deposits held under 4yrs, some funds.	.92–3.14%
Life Of S'West	F: No sales; SC=10% declining to 0% after 6 yrs.	Not Offered
Lincoln Nat'l*	F&V: No Sales; SC=8%(5), 4%(5), 0% after 10 yrs.	1.422–2.302%
Merrill Lynch Fds	M: No sales but $30/yr. CF and SC=4% scaling down to 0% after 4 yrs.	1.21–2.63%
Metropolitan	F&V: No sales; SC=7% declining on pmts held 1-7 yrs to 0% after held 8 yrs	1.50–2.60%
Mutual of America	F&V: No sales, but $24/yr. PF on F; No SC	1.20–2.625%
Mutual Of NY*	F&V: No sales but $30/yr. or $24/yr. PF; SC=5%(5) scaling down to 0% after 10 yrs.	.80–1.45%
National Western	F: 5% sales first 10 yrs; SC=10% (4), declining to 0% after 14 yrs.	Not Offered
Nationwide (Am. Cap.)	F&V: No sales but $35/yr. PF; SC=6%(3),3% (3), 0% after 6 yrs.	1.90%
Nationwide (Best Am.)*	F&V: No sales but $12/yr. PF; SC=7% declining to 0% on pmts held 1-6 yrs.; none after 15 yrs	1.90%
New England*	F&V: No sales, but $30/yr. PF; SC=6.5% scaling down to 0% after 10 yrs.	1.73–2.08%
Northern Life*	F: No sales; SC=6%(3) scaling down to 0% after 7 yrs.	Not Offered
Price (T. Rowe) Funds	M: No sales but $10/yr. CF per fund account.	.68–1.75%
Prudential	F&V: No sales but $20/yr. PF; SC=7%(2) declining to 0% on pmts held 1-15 yrs.	1.0–1.50%
Quads	M: 0% to 8.5% sales + 1.0%/yr. CF, capped at $1,000; $25 setup & SC; $15 transaction fee; .5% optional allocation fee.	Depends on fund
Safeco	F&V: No sales but $15-$30/yr. PF; SC=9%(2) decreasing to 0% after 8 yrs.	1.99%
Scudder Fds.	M: No sales, but $3/yr. CF per account.	.44–1.70%
Security Ben.	F&V: No sales but $30/yr. PF; SC=8% on pmts. scaling down to 0% after 8 yrs.	1.95%
Security First	F&V: No sales; but $24/yr. PF, $10 transaction fee; SC=7% on pmts held less than 5 yrs., 0% after 9 yrs.	1.7–1.85%
Southwestern*	F: No sales; SC=9% scaling down to 0% after 9 yrs; V not currently being offered	Not Offered
State Bond	F: No sales; SC=35% first yr. pmt + all increases, to maximum of double, plus interest thereon.	Not Offered
State Farm	F: No sales; SC=10% declining to 0% after 10 yrs.	Not Offered
Texas Ret. Trust	M (F coming): Sales,if any,reduced by "pooling",+ 1% /yr. adm. + $32/yr. PF:SC=$50(1),$25.	Depends on Fund
TIAA/CREF*	F&V: No sales; no SC in SRA or Variable, but limited to 10% annual withdrawal in TIAA..	.30–.40%
TransAmer Fds	M: Choice of 0% up to 4.75% sales and $10/yr. CF; SC=6% scaling down to 0% after 6 yrs on no-load funds.	.035–3.64%
TransAmer.Life*	F: No sales; SC=9%(4) declining to 0% after 10 yrs.	Not Offered
Travelers*	F&V: No sales but $30/yr. PF on V; SC=7%(F) and 5%(V) on pmts. last 5 yrs; 1.25%/yr. optional in-time service.	1.44–2.0%
Union Central	F&V: No Sales, but 0.8% ann. chg. on F; SC=5%(1) or 7%(2) declining to 0% after 5 or 8 yrs.	1.8–2.20%
Union Mutual*	F&V: No sales; but $25/yr. PF; F withdrawals limited to 20%.	1.6–2.28%
USAA Funds#	M: No sales but $13/yr. PF per fund account; set up & transfer fee $5; SC=$20	.38–2.09%
USAA Life	F: No sales; SC=$150(1), $50(2), $25 thereafter.	Not Offered
VALIC*	F&V: No sales; SC=5%, on pmts. held less than 5 yrs., until 15th yr. of policy, waived in some circumstances	1.35–1.75%
Waddell & Reed	M: 0% to 8.5% sales, plus $15/yr. CF; SC=5.	0.5–1.25%
Western Nat'l*	F: No sales; SC=8% scaling down to 0% after 7 yrs.	Not Offered

**=One of two or more contracts available   #=Not available for ORP*

SAFETY AND RELIABILITY OF INSURANCE COMPANIES

The safety and reliability of insurance companies has been called into question recently, first by the highly publicized insolvency of six fairly large insurance companies in other states and second by weakened public confidence in view of the debacle in the savings and loan industry. The problem arises because many insurance companies, in their efforts to achieve high interest rates, have purchased high yield bonds (called "junk bonds" in the vernacular) some of which have become almost worthless in recent years and have placed major money into high risk real estate which has declined dramatically over the past several years. These depreciated possessions then are determined to be inadequate to provide reserves needed to meet future obligations of the company. When rumors or information gets around indicating that a company is on shaky grounds, then participants begin to withdraw their money, making the situation much worse for the company.

The question has become: Can I count on the insurance company carrying my ORP/TDA to be able to meet its obligations to me (and many others) over the many, many years which I will be putting money into it and then being paid my annuity out of it? This question is appropriate only with regard to the fixed portion of an insurance product, which is dependent on the general fund of the insurance company and can be called upon to meet all obligations of the company. Variable accounts and mutual funds are separate accounts held by a custodian bank and fully exempt from the vagaries of the insurance company, although their value at any given time will fluctuate up and down with the value of the stocks, bonds, or money market securities owned by it on your behalf.

For those utilizing the fixed portion of an insurance company product, there is no "fail-safe" method of evaluation. Yet, each of the four factors mentioned below have significant relevance to the question of safety and reliability.

1) Guaranty Association – The Insurance Guaranty Association is a program set up by state law which accepts voluntary contributions from insurance companies to cover losses in bankrupt companies and ultimately returns the money to the contributing companies through tax deductions over the following ten year period. The amount covered under the Guaranty Association was never appropriate to a life-time retirement program like ORP, but the fact that it was apparently reduced in 1987 raises questions. The program used to cover "up to $300,000 for one or more annuity contracts issued to the same contract holder." The 1987 revision changed that to cover "up to $100,000 for one or more annuity contracts issued to an individual or up to $5 million unallocated annuity contract benefits held by one contract holder." Since "contract holder" is often the college, it is unclear which statement offers the greater protection, and no one will hazard a careful definition of what the law means. A bill was offered in the Senate during the 1991 regular session to clarify the law and reestablish the $300,000 guaranty assurance (S.B. 1513 by Barrientos), but Senator Ike Harris (R-Dallas) won passage of an amendment during Senate consideration which deleted the increase in guaranty funds, and then the bill died in the House.

The Guaranty Association has never been used for annuities in Texas, although at least two companies have gone into "rehabilitation" for a period of time. Both of these paid off their obligations in full, eventually, although there was some loss of interest in the process. If a major company with vast annuity commitments became insolvent, it is extremely doubtful that the Guaranty Association could or would come to the rescue. Its usefulness is probably restricted to assisting with a small company's obligations. Thus the Guaranty Association is not, and probably never will be, anywhere near adequate protection for life-time retirement programs.

2) State Regulation – Further question was raised when the Senate Insurance Committee in 1989 turned up facts revealing that the Texas Board of Insurance had been terribly lax in supervising and evaluating insurance companies. Here was another example of a Texas board apparently being more beneficial to the regulated industry than to public interest. Major revisions in the Texas Insurance Board were made by the 1991 Legislature, in accord with campaign promises of Governor Ann Richards, but the extent to which these changes will reduce risk is yet to be determined.

3) Analysis of Company Holdings – The worry about so-called "junk bonds" and speculative property investments has led to much more careful report-

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ing and analysis of these kinds of investments on the part of insurance companies and rating agencies. Several studies of the extent of these investments, comparing company by company, have recently been issued by financial magazines and agencies, and are available in libraries or upon request. Most reliable companies are also beginning to report these facts much more noticeably and fully in their annual reports shared with each policy holder. Thus, information is available on the extent of these kinds of investments in all companies. Unfortunately, it is up to each person who has a significant amount of money in the fixed account of an insurance company to assure themselves of the solidity of the company's investments by considering these materials and reports.

4) Company Ratings – A. M. Best Co., Standard & Poor, Moody's, and Duff & Phelps all have traditionally given ratings to insurance companies, based upon a professional analysis of their business, investments, and experience. Such ratings have at least three problems: 1) they are difficult for the layman to understand because of many intricacies in interpretation and definition, 2) they are paid for by the company being rated and tend to have a favorable bias; and 3) they are often conveyed by the concerned insurance company in a way that sheds the best light possible, and can be suppressed by the company if unfavorable. Nonetheless, consideration of these ratings is useful, and a low rating by any one of them should be regarded as a danger signal. On the other hand, companies which have gone into receivership were given acceptable, even high ratings up until they actually were caused to cease business by state regulators.

Weiss Research, Inc., P. O. Box 2923, West Palm Beach, FL 33402, entered the insurance rating field in 1989 and provides a more easily understood rating, based on a more conservative analysis, and is not dependent on cooperation of the rated company nor is the rating funneled through the company. While the ratings are not as well regarded within the industry as the older companies, ratings are available by telephone ($15 per company) at 800-289-9222 or in detail and in writing at $45 for one company and $95 for three companies. Call for information or to place an order if interested.

Remember that this concern about safety and reliability of insurance companies applies only to the fixed annuity plan. Variable annuities and mutual funds are based on an actual purchase of stock, bonds, and/or money instruments. These are held in a distinct, discrete ownership under a custodian—their value will fluctuate up and down with the market, but the instruments themselves are not obligated to the general welfare of the insurance company or the sponsoring fund family. They have little threat of insolvency, although their value fluctuates regularly.

What should all of this mean to the individual with an ORP or TDA? Probably only that more caution should be exercised in choosing companies and products, seeking to avoid companies which have an inadequate history and/or financial report. Some sales persons who want a share of your business are suggesting that you should not have more than $100,000 (because of Guaranty Association) in any one company. While some diversity is always valuable in long-term investments, it is doubtful that the guaranty association assurance is worth the bother and risk of keeping all accounts below $100,000, especially since accumulations will almost inevitably rise above that amount by compounding through the years anyway.

Careful and thoughtful attention in selecting the company and the products you use is the only solution to the problem. Then, you need to stay alert to changes in the business through the years, and exercise the flexibility and transfer provisions if questions become severe. Here is another reason for seeking maximum flexibility and ease of surrender or transfer in the products you use for ORP and/or TDA.

MOST FLEXIBLE CHOICE FOR ORP/TDA

Placing your ORP and/or TDA directly into mutual funds without going through an insurance company provides flexibility and certain possibilities not available in any other 403(b) products. This choice has been available since 1981, when TACT and TJCTA were instrumental in amending the ORP law to allow this type of investment in keeping with national standards for tax-deferred programs. Colleges and universities were somewhat slow in making this opportunity available, and there are still some institutions which have not approved such programs. Direct use of mutual funds, however, is now by far the fastest growing location for ORP/TDA investments, and this opportunity should be submitted for approval wherever it is not now offered.

Since many faculty and librarians are still unfamiliar with this possible location for their ORP/TDA investments, this section will explore some of the advantages and disadvantages of utilizing this most flexible program. Using a family of mutual funds—or a custodial program which allows use of any number of available mutual funds—provides for great diversity along with professional management in a variety of areas for investments. Money market instruments, all kinds of stocks, commercial and government bonds, even precious metals and real estate, are available through mutual funds in about any mix an individual might want to establish. As shown in Table 1, eleven different fund families are now available for this program, and two offerings (QUADS and Texas Retirement Trust) allow you to select from among a vast array of mutual funds. For an additional fee of 1% or 2% of your accumulated value, you can even engage a financial advisor to manage the placement of your purchases and your accumulation.

Direct purchase of mutual funds should be considered if you follow (or wish to follow) developments in the financial field and are willing to assume responsibility for directing payments toward chosen investments and for redirecting accumulations to meet changed or changing conditions.

Potential Advantages

Potential advantages of using a group of mutual funds are: 1) very wide range of choices as mentioned above and shown in Table 1; 2) full freedom for transfer between funds without restrictions or cost in most situations, often by a telephone call; 3) ability to check value of your account and keep up on what is happening to it in daily newspaper; 4) automatic participation in the highly recommended practice of "dollar cost averaging" (buying more shares when price is low and fewer when price is high); 5) continued flexibility even into retirement; 6) clear explanation of costs with many "no load" funds available; and 7) avoidance of paying annual "mortality and expense risk" fees, which often amount to 1% to 1.5% annually on full accumulated value of account in insurance variable accounts.

A wider range of investment possibilities, continued flexibility, and management possibilities even into retirement, and the avoidance of "mortality and expense" fees during the years of accumulation are the factors which distinguish direct investment into mutual funds from use of variable annuities within an insurance company. Each of these factors can be significant, as demonstrated in the example below.

Potential Disadvantages

Potential disadvantages are: 1) multiplicity of offerings may complicate and confuse decision making; 2) advantages are gained only if you pay attention to your investments and make rational decisions for change on occasions; 3) possibility of some periods in which your investment decreases in value since there is no guaranteed return; 4) no assurance of a given annuity rate or promise of lifetime income backed by insurance company; 5) greater volatility and fluctuation in value of your investment.

You may think that having the flexibility of a group of mutual funds and using it once or twice a decade is of little significance. Indeed, modest management of funds can make a major difference in the outcome of your savings/ investment program, as this over-simplified example demonstrates:

Suppose that your ORP value had reached $200,000 by end of 1988, at which time you placed it in a growth mutual fund *for one year only*. The median return on growth funds listed for 1989 was 27% (high was 49.95% and low was 8.52%, while the fixed account returns averaged around 8%). Just one year in a growth fund at the median return would add $38,000 to the value of your account in excess of the 8% return in fixed. That $38,000 left for the next 20 years in a fixed type of account returning 8% would produce $177,118 more for you than if you had left it in the fixed account during 1989. Of course, 1990 returns in growth funds were mostly negative, so your benefit would have been temporarily wiped out if you had not moved back into a more stable, fixed type of investment at the end of that year.

Paying the 1%-2% mortality and expense assurance fee also can make a major difference over a long period of time. The difference between a 9% return compounding over 20 years and an 8% return on $200,000 is $188,700, and the differential increases dramatically as the number of years for compounding increases. Therefore, letting the insurance company keep that 1% to 2% of your total value each year in small annual amounts, in order to guarantee that it will pay you a lifetime income no matter how long you live or how much it costs to get payments to you at that time, is a significant expense.

The value of continuing flexibility and management possibilities into and during retirement, available in mutual funds but still not generally offered by insurance products, is elaborated in the article "When it Comes to Retirement" on page 18.

Thus, there are a number of fairly significant advantages in placing your ORP or TDA directly into mutual funds, the most flexible and amenable investment for tax deferred retirement and savings. It may not be the best alternative for everyone, but for the person interested in managing an investment in modest ways in order to adapt to changing economic times and changed personal circumstances, it should be carefully considered.

OTHER FACTORS OF IMPORTANCE

Because you cannot be sure what any one product or company will do or even how your needs may change, you want maximum flexibility and availability of information in your program so that you are able to adapt it to changing economic conditions, retirement objectives, and company offerings. These additional factors, therefore, have substantial significance in your choice.

Flexibility In Investments. As described earlier, having a variety of types of investments available and the opportunity to move between them can, if you make sound decisions, improve your performance significantly over the years. If you have only "fixed type" annuities, you are never able to participate in growth of the stock market; but if you have only a single "variable type" annuity, you will never have the opportunity to get outside the "roller coaster" trends of the stock market.

All companies offering both major types of investments allow changes in the proportion of new money going into either or both plans, and most allow transfer of all or part of accumulated assets from Fixed to Variable, and *vice versa*, both during the accumulation period and at retirement. Once an annuity mix between Fixed and Variable is determined at retirement, it cannot be changed in most situations. Mutual fund groups and some companies with several offerings within the Variable offer flexibility even after retirement by allowing transfers from one fund to another.

Surrenderability. So long as you participate in ORP payments, you cannot surrender your ORP annuity or borrow on it. A 1973 state law established these facts, no matter what your contract may say. In TDA and after retirement in ORP, however, the privilege of surrendering (cashing in) in whole or in part becomes a potentially valuable feature. If possible, ease of surrender and low or no cost for exercising it should be sought in any TDA or ORP. TIAA-CREF, with its history of very low costs and favorable performance, loosened up its transfer and surrender policies in recent years. Transfer and surrender are now allowed from its CREF (Variable) portion, provided both the employer and the participant elect the new program. Transfer or surrender from the TIAA (Fixed) portion is limited to 10 percent per year, the same as allowed without surrender charges in most combination annuities with restrictions on transfer/surrenders.

Transferability. Ability to shift your program to another qualified employer or to another company is another feature of value. It provides recourse in the event of dissatisfaction with one company and opportunity to utilize new products which may be introduced into the tax deferred field. All companies studied allow such transfers, but several restrict the portion of fixed accumulation which may be transferred and/or assess a significant charge. Unfortunately, a number of companies are now using high surrender charges, especially in early years, to make transferring difficult and expensive.

Loan Privileges. Since the 1986 tax law prohibits most surrenders of TDAs until age 59½, ability to borrow from your program has greater importance than in the past. Most insurance companies (but not all—and only a few of the mutual fund families) offer a loan of $1,000 to $50,000 based on your assets, which must be paid back within five years (except for loans used in purchase of a primary residence, which allow ten years). A net cost of 2% to 4% is charged on the loan by most companies. Under many conditions such a loan might be preferable to surrender since tax will be due on any surrender.

Guarantees Offered. As indicated previously, guaranteed rates are of minor significance unless conditions change drastically in society. But, guarantees against changes in the contract, including increases in costs, vary considerably from company to company. Of course, current interest and annuity rates are expected to change in all programs, but some companies reserve the right to change many features of the contract, even including so-called guarantees, at the option of the company. Obviously, the more certain the features of a contract are, the more you can be assured of what you are buying. It is a good idea to request a copy of the contract and consider it carefully, particularly if any matter seems to be at variance with information in these articles. Since you are actually buying the contract and it may be with you for 30 to 70 years, you should get a copy and study it as you wish.

Sound Companies. Purchasing products for ORP/TDA inevitably involves some risk as to the soundness and reliability of the company to which your investment is entrusted. In view of considerable questioning of the stability and reliability of insurance companies in recent years, you will want to read with care the supplemental article on "Safety and Reliability of Insurance Companies" on page 14.

Since all companies listed are qualified to do business in Texas and are regulated by the Insurance Board and/or the Securities Board, you can assume that each company has passed periodic inspections and shows no obvious indication of inability to fulfill obligations. In addition, various rating agencies report on insurance companies with regard to various features of their financial soundness and ability to meet obligations, a practice discussed in some detail in the previously cited article. While ratings on all companies studied are available, interpretation is complicated enough that ratings are not published herewith. You may, however, secure them by calling Frank L. Wright, author of this study and consultant on such matters to TJCTA. Unfortunately, neither state inspection nor company ratings assure you fully of soundness, leaving you as buyer to be careful and thoughtful in selecting a company and then to remain alert to changes through the years.

Service and Reports. These vary greatly from company to company. Easy access to competent service and advice, plus regular, up-to-date information to you as participant, are features to be evaluated in the ORP or TDA plan. Companies range from those with many persistent, sometimes overeager salespersons, to those with no agents at all. Some salespersons are "locked in" to one company's products, while a growing number serve as brokers for several different products. In some instances the broker-type agent may shop around for a better product for your use, something you can always do yourself if willing. Reporting practices range from a full report on status of account each time a payment is received to one annual report presented at the company's convenience.

Death, Disability, Divorce. Most products provide beneficiary arrangements which make transfer easy in case of death of the participant, and a few guarantee that the death benefit will always equal or exceed actual payments into the plan. Many also provide early payment arrangements in case of disability. ORP/TDA products are subject to court action for division in case of divorce, and pose a somewhat difficult problem in such instances.

Frequency of Use. The number of faculty and librarians using a given product for ORP should not be determinative of where your ORP and/or TDA should be placed. Yet frequency of use may direct your attention toward certain companies, and whether a given company's share of the business is growing or decreasing may give some indication about the product. The ranking of each company reported herein in terms of frequency of use for ORP statewide and the trend of its business, up or down, are provided in Table 6.

You will do well to inquire into each of these factors and evaluate their importance to you personally.

Summary of Factors

These articles have described factors which should influence your choice of a product for your Optional Retirement Program (if you have chosen ORP) and/or your Tax Deferred Account. Since each product has one or more areas in which its offering is significantly weaker than some other, and since the relative importance of various factors does and should vary from person to person (depending on such factors as personal financial condition, age, professional development, and personal inclinations), no single offering demonstrates consistent superiority for all persons.

Every faculty member should have several choices available and should make his or her choice on the basis of considered facts and factors. That choice should be kept up to date and relevant to current conditions by means of reconsideration at least annually. In Table 6, you will find a table which ranks companies on a number of these factors.

All Things Considered

A quick glance at Table 6 (as well as Tables 2A-2F on variable performance) reveals that no company is consistently ranked high in all features, and you need to remember that not all important features are reflected in this table and that ranked elements are not of equal importance. For example, for a person who is only likely to be a participant for two or three years, the surrenderability rankings (given in third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

Table 6 Described

Table 6 ranks each company on certain factors reported in other tables, lists number of Variables or Funds available, presents our comment on two flexibility factors, and ranks companies in terms of frequency of use for ORP in Texas, noting whether the trend is up or down in terms of customer participants. In each column under Fixed Annuities, the number designates how that company's product ranked among all those for which information on that factor was available. A "1" denotes the best performance or projection of all the companies in that column and rising numbers indicate lesser status.

TABLE 6 — COMPARATIVE RANKINGS

SUMMARY OF SELECTED ITEMS FROM PREVIOUS TABLES

	FIXED ANNUITIES						*VARIABLE*				
	ACTUAL		*CURRENT ILLUSTRATION*					*FLEXIBILITY*		*FREQUENCY*	
Company	*5-yr Add*	*5-yr No-Add*	*Withdrwl Cost 5-yr*	*30-yr Accum*	*Annuity Rate*	*Grntee Ret'mnt Income*	*Nmbr of Choices*	*Transfer F<->V*	*Surrndr Plans*	*Of Use in ORP*	*Trend*
Number Ranked	*40*	*40*	*39*	*41*	*41*	*41*				*49*	
Aetna*	7	1	16	3	22	21	4	PART	LOSS	2	UP
Am. Cap. Fds.		Group of Mutual Funds Without Annuity					12	FUND	FEE	20	UP
Am. Fidelity*	38	33	1	36	26	17	1	COST	FULL	49	NEW
Am. Fds		Group of Mutual Funds Without Annuity					19	FUND	FULL	16	UP
Am. United*	10	18	29	15	36	25	1	COST	LOSS	43	DOWN
Century Life#*	37	5	37	16	13	9	0	NONE	LOSS	47	SAME
Conn. Mutual		Group of Variable Accounts					4	FUND	LOSS	41	SAME
Delta	23	21	25	29	30	33	0	NONE	LOSS	26	UP
Equitable	26	23	20	13	21	35	4	FULL	LOSS	32	DOWN
Fidelity Funds		Group of Mutual Funds Without Annuity					91	FUND	FEE	6	UP
Fidelity Std	14	32	38	7	25	19	3	FEE	COST	46	UP
First Investors		Group of Mutual Funds Without Annuity					7	FUND	FULL	44	DOWN
Great American*	1	2	39	2	12	18	0	NONE	COST	14	UP
Gr. Amer. Reserve	22	15	17	5	1	1	3	GOOD	LOSS	11	UP
Great West*	15	37	24	6	15	28	3	GOOD	LOSS	12	DOWN
Horace Mann#	29	34	1	31	34	4	4	FULL@	LOSS	N/A	—
IDS Funds		Group of Mutual Funds Without Annuity					25	FUND	SOME	N/A	—
IDS Life	25	30	27	30	27	24	6	GOOD	COST	15	UP
Jackson Nat'l	31	3	32	10	24	16	0	NONE	LOSS	30	UP
Jefferson-Pilot	32	24	21	31	40	5	3	FULL	LOSS	21	UP
Kemper Invest.	17	27	10	40	23	7	5	GOOD	COST	7	DOWN
Keystone Funds		Group of Mutual Funds Without Annuity					23	FUND	FEE	19	UP
Life Of S'West	11	16	23	24	28	12	0	NONE	LOSS	35	UP
Lincoln Nat'l*	18	19	9	1	16	26	8	FULL@	LOSS	4	DOWN
Merrill Lynch Fds		Group of Mutual Funds Without Annuity					17	FUND	LOSS	25	UP
Metropolitan	30	38	18	34	9	39	7	FULL	COST	10	UP
Mutual of America	27	25	1	22	36	36	9	FULL	FULL	N/A	—
Mutual Of NY*	13	14	22	19	18	8	8	GOOD	LOSS	13	DOWN
Nat'l Western	8	9	34	4	2	3	0	NONE	LOSS	22	DOWN
Nat'wide(Am.Cap)	34	36	11	38	19	30	5	GOOD	COST	N/A	—
Nat'wide(Best Am)	28	35	12	37	19	28	19	GOOD	LOSS	18	DOWN
New England*	40	40	33	39	41	15	4	PART	LOSS	42	UP
Northern Life	6	8	14	23	4	37	0	NONE	LOSS	23	DOWN
Price(T. Rows) Fds		Group of Mutual Funds Without Annuity					28	FUND	FULL	38	UP
Prudential	9	7	30	11	10	38	9	PART	LOSS	34	DOWN
QUADS		All Mutual Funds Through Custodial Account					3000+	FUND	FEE	37	UP
Safeco	19	20	25	32	38	10	3	PART	LOSS	27	UP
Scudder Funds		Group of Mutual Funds Without Annuity					16	FUND	FULL	33	UP
Security Benefit	33	26	8	28	35	32	6	GOOD	LOSS	9	UP
Security First	N/A	N/A	31	18	10	20	3	FEE	LOSS	N/A	—
Southwestern	36	29	13	14	31	23	0	NONE	LOSS	29	DOWN
State Bond	16	12	35	25	39	13	0	NONE	COST	48	UP
State Farm	35	39	7	41	14	14	0	NONE	LOSS	39	UP
Texas Ret. Trust		All Potential Funds Through Pooled Accounts					3000+	FUND	FEE	31	UP
TIAA-CREF	3	4	LIM	12	7	41	4	PART	PART	3	UP
TIAA-CREF SRA#	5	6	1	26	7	41	4	PART	FULL	N/A	—
TransAmerica Fds		Group of Mutual Funds Without Annuity					16	FUND	SOME	35	UP
TransAmerica Life*	20	17	35	27	16	34	0	NONE	LOSS	25	UP
Travelers*	39	31	28	20	32	22	15	PART	LOSS	5	DOWN
Union Central*	24	28	6	33	33	31	0	PART	LOSS	45	SAME
Union Mutual*	21	22	LIM	21	3	27	5	GOOD	LIMIT	17	DOWN
USAA Funds #		Group of Mutual Funds Without Annuity					10	FUND	FEE	N/A	—
USAA Life	12	11	5	9	29	2	0	NONE	FEE	8	DOWN
VALIC*	2	10	18	8	5	11	10	GOOD	LOSS	1	UP
Waddell & Reed		Group of Mutual Funds Without Annuity					14	FUND	FULL	28	UP
Western Natl*	4	13	15	16	6	5	0	NONE	LOSS	40	UP

* = One of two or more possible contracts.
# = Not for use in ORP.
@ =Current practice not in contract.

The first two columns show how that company ranked in actual performance of the fixed annuity for the five years ending December 1991, figures presented in Table 3. Column 3 ranks the amount of charge for withdrawal at the end of five years, ranging from those with no surrender charge (ranked 1) to the highest cost (ranked 39). The next two columns are drawn from Table 4, and depend on current rates which may change often and handily. The 30-year accumulation value is largely a function of current interest rates, subject to all of the qualifications specified in that section. The current annuity rate may give some indication of company practice in annuitizing values. The sixth column ranks companies on the basis of guaranteed retirement income reported in Table 3.

The seventh column gives the number of choices in funds or variable accounts offered by each company. Transfer possibilities between Fixed and Variable accounts are in the next column, where the designations are: FULL = no charges and no substantial time limits; GOOD = no charges but limited in some way; COST = charges which may be based on surrender or sales charges; PART = Fixed to Variable limited but other direction full; FUND = transfers only among variable or mutual funds; NONE = no variable available. In the column on Plans for Surrender the designations are: FULL = no charges and

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readily available; FEE = modest surrender fee; LOSS = short term charges disappearing after several years; COST = substantial cost continuing to retirement.

The final two columns give the rank of included companies in terms of number of participants in Texas ORP statewide, and the trend (Up, Down or Same) in the number of participants in 1990-91 compared with 1989-90.

The Decision Is Yours

With these rankings and all of the other ideas developed in these articles, you should be able to select a vehicle for your ORP or TDA which will meet your particular needs and wishes. In all matters, remember that you are in the driver's seat as you move towards selection of a vehicle for your retirement and tax sheltered savings program. Do not be cowed or "snowed" by an assured or assertive salesperson.

Ask the questions made explicit in this article and get satisfying answers:

1) What are the probabilities of a good return on your investment through the years? Is it or can it be made adaptable to changing economic conditions and changing needs?

2) Is there a flexible choice between Fixed and Variable types of investments, and can you shift accrued assets from one to another easily and without cost? Do you have some continuing choice of investment alternatives or are you wholly dependent on the company's decisions?

3) Do you have assurance of maximum annuity rates and maximum flexibility of choice as to time and type of retirement settlement opportunities?

4) Are the charges and deductions clearly stated and in minimum amounts throughout the life of the contract?

5) Is the contract surrenderable for cash value, in whole or in part, after leaving covered employment for ORP and after age 59½ for TDA? Does it allow lump sum withdrawals in lieu of electing an annuity during retirement?

6) Is the program easily transferable to another company within ORP? To other kinds of tax sheltering employment? At what costs? Do high surrender charges or other devices tend to lock you in and limit your choices?

7) Are costs, annuity rates, and other features of the contract permanent, or does the company reserve the right to change certain of these at its option?

8) Does the company have soundness and experience which assure its ability to fulfill its contract and provide good management through the years?

9) How adequate to your needs are the services and reports offered by the company?

TJCTA offers this information to help you make sound decisions about what is indeed the most significant financial decision you will ever make.

WHEN IT COMES TO RETIREMENT

Throughout the years, TJCTA has provided this analysis of products for use in ORP and TDA in an effort to prepare members for financial security when they come to retirement. Now, many are actually approaching or engaged in retirement, and it becomes appropriate to provide some thoughts concerning ORP and TDA at and during retirement. All of the saving you have been doing—forced and voluntary—can easily come together to provide an economic base for a fruitful and enjoyable retirement—but not without some planning and thoughtful consideration.

Where Are You?

The first thing to do in planning for retirement is to get a true estimate of the net worth of your personal and/or family possessions. Many worksheets for calculating net worth are available. Assets will include cash or equivalents, investments, business or royalty interests, real property (such as home, furnishings, cars, etc.), and long-term savings such as TRS, ORP, TDA, IRA, and the like. Set your liabilities (mortgage, debts, taxes and other obligations owed) against these assets and calculate your net worth. Generally, real property should be valued at a low level for retirement calculations, since you probably will go on using most of it and it is not readily available for sale. When you finish those calculations, you very possibly will be surprised at how much you are worth, mostly because you have acquired ORP and TRS values almost without thought over the years, and they now have a very significant value which you may not have considered in dollar terms heretofore.

What Will You Need?

Next, you need to estimate your probable expenses and income during retirement. Generally, you will need about 70% of your current gross income after retirement to maintain about the same standard of living, although this figure can vary significantly because of special circumstances. If you are planning to sell your home and move to a new locality, have some exotic plans for travel, or have to undertake special care of family members, you will need to adjust this estimate accordingly. Health insurance is one of the major benefits provided for retirees from Texas public colleges and universities; you will want to file for Medicare immediately upon reaching age 65, and maintain the supplement which your former employer is supposed to supply. You will also want to keep liability, household, and auto insurance coverages up to date, but other insurance is unnecessary unless it serves particular estate purposes. You will do well to be sure that your estate planning is in good shape, and provide for death plans (including executing the Instructions to Physicians under the Texas Natural Death Act and a Durable Power of Attorney for Health Purposes).

Income will come primarily from three possible sources.

1) **Social Security Income** is something you may not have calculated with any accuracy, and you need to do that now. Contact the Social Security office to be sure your credits are all correct and to get an estimate on what your payments will be. Payments go up substantially if you work beyond age 65 and are reduced substantially if you begin receiving benefits at age 62 or prior to age 65.

2) **Continued Earnings** are another source of income to calculate. Many community junior college faculty members continue teaching as adjunct, or part-time, faculty following retirement. Self-employment of various kinds (consulting, research, authorship, artistic production, or new business) is another real possibility for continued earnings—just be sure this is an enjoyable as well as productive pastime rather than an unwanted chore in retirement. (Such income may reduce your Social Security payments prior to age 70, and may cause you to pay tax on up to 50% of your Social Security payments at any age.)

3) **Retirement Income** from ORP or TRS, plus supplemental income from TDA and other investments, will be a major source of income. Considerable thought needs to go into how and when these will be taken or distributed to you. TRS offers only a few alternatives as to the amount that will be paid as a monthly stipend and for how long it will continue. But ORP, TDA, and other investments/savings, if you have followed TACT's suggestions through the years, offer the flexibility that will allow you to adapt payments to changing conditions, meet emergencies, and take advantage of special opportunities in a way that adds greatly to enjoyment in retirement.

4) **Other Income** may come from use or sale of property or possessions and other miscellaneous sources, but usually will not be very large.

Strategy Regarding ORP and TDA

Information in these articles has often emphasized the value of flexibility and adjustability in products used for ORP and/or TDA. This flexibility becomes particularly valuable at and during retirement. All mutual funds and an increasing number of insurance annuities now offer a plan where you do not have to turn your entire savings into monthly payments; instead, you are allowed to take annually an amount at least equal to that which IRS requires after age

70½, recalculate that amount each year, and thus often have an account which keeps growing even after you begin to utilize it in retirement.

Since Social Security and TRS payments must be taken on a monthly basis, one should be in a position to supplement this monthly income as deemed necessary on a regular basis and then maintain the remainder of the accumulation as a reserve from which funds can be withdrawn to meet special emergencies, take advantage of opportunities for travel or purchase, and supplement monthly payments as needed. These flexibly available funds allow for greater enjoyment and comfort in living than is possible with simple monthly payments, and the balance is available as part of one's estate, rather than having been used entirely in providing a monthly annuity.

In the case of mutual funds, you also maintain the ability to manage these funds after retirement, directing them toward better earning investments as you wish. Adequacy is the first consideration in economic planning for retirement, but this flexibility is a close second, especially for professionals and their families. A flexible ORP or TDA product allows for providing this flexibility and maneuverability in a way almost no other investment can do. Be sure you are using your ORP, if you are in it, and your TDA whatever retirement program you have, to obtain this tremendous boost for retirement planning and living.

Non-Financial Considerations

This publication deals in large measure with financial matters related to retirement. That is because decisions about ORP, TDA, and other investments do provide a "ground-zero" basis for a happy and creative retirement. The key to creating and experiencing a satisfying retirement is planning—preparing yourself emotionally, psychologically, physically, as well as financially.

Retirement can mean embarking on a new and vital phase of life, one filled with fresh opportunities, expanded interests, extended service to the community, and deep satisfaction. Retirement can be the most enjoyable and even productive time of your life—but not unless you plan for it.

You may be one who simply glories in the freedom retirement offers to re-create your life in new patterns; or you may need to explore how you can achieve the same satisfactions that have come to you in your professional life—status, prestige, structure, sense of accomplishment. There are almost as many patterns for successful retirement as there are retirees—but it is clear that pre-planning and thoughtful inclusion of those close to you in such planning are necessary for such success.

Through the years TJCTA has sought to provide impetus and guidance for you to achieve satisfactory and satisfying retirement. If issues in these articles raise questions in your mind, feel free to use TJCTA's consulting service.

90 DAYS TO DECIDE: ORP OR TRS?

If you are a new appointee who is qualified for participation in the Optional Retirement Program (ORP), you have just 90 days in which to decide which retirement program you will use. Even visiting professors and those in Texas on short term assignment need to make this decision if there is even the remotest possibility that they may return to Texas higher education sometime in the future. Veteran faculty will do new appointees a great service if they see to it that they have a copy of this *Messenger*, are aware of the importance of this decision, and are encouraged to join TJCTA.

Texas law requires all full-time employees to participate in either ORP or Teacher Retirement System (TRS), and all new appointees will be placed automatically in TRS upon employment unless they have elected ORP prior to the first paycheck. Faculty, librarians, and other professionals, not including anyone in a classified position, may choose the optional alternative but must make this important decision during the first 90 days in a qualified position. Once made, the decision is irreversible and will continue in force for the full duration of employment in any Texas public institution of higher education. Changes in positions or institutions and interruptions in service notwithstanding, the decision for TRS or ORP will hold for all time.

This article and much of the other content of this issue of the *Messenger* provide information to assist in making this decision.

TRS and ORP Compared

The choice of ORP as an alternative to TRS has been available to faculty and librarians since 1967, when TACT and TJCTA were crucially instrumental in passing legislation which allows this choice. Prior to that time, all employees were required to participate in TRS. The transportability of ORP to another institution in another state and its earlier vesting period (one year as contrasted with 10 years in TRS at that time but changed to 5 years in 1989) were the main features which made ORP a valuable alternative in a profession in which hiring is from national and world markets and in which at least two or three changes in position are normal before settling down to a career.

ORP and TRS are totally different in concept and operation, making comparison quite difficult. In addition to this brief treatment of the two programs, be sure to read carefully "An Overview of TRS and ORP" published by the Coordinating Board and which by rule must be provided to employees eligible to elect ORP. You may also want to read a leaflet, "TRS-ORP," published by TRS and available from your personnel department or TRS in Austin.

The **Teacher Retirement System (TRS)** is a stated benefit program, in which your retirement benefit according to current formula will be 2.0% of your average salary in the highest three years, multiplied by the number of years you have participated in the program. Thus after 30 years of service, your maximum benefit would be 60% (30 x 2.0%) of your average salary over the three years in which your earnings were highest. Rules allow you to increase your years of service by purchasing credit under some conditions for years in military service, in out-of-state teaching, or on special leave. TRS also has a death benefit and disability feature which offer some protections not included in ORP. TRS retirement benefits do not vest (become permanently committed to the participant) until after 5 years of participation, and then only for purposes of income at retirement age. Upon leaving covered employment, a participant may withdraw only his or her own payments, plus 5% interest, with the state's share reverting to the system.

The **Optional Retirement Program (ORP)** is a cash accumulation retirement program in which you yourself select the vehicle or vehicles into which yours and the state's payments are placed. Your retirement benefit will be whatever the payments and earnings through the years can produce. Investments are made in programs offered by many insurance and mutual fund companies which are designated as 403(b) programs, most of which are described in some detail in other articles in the *Messenger*. There is no death or disability benefit beyond the contributions made or the value accumulated. ORP vests in the participant as soon as he or she begins a second year of employment. Upon leaving covered employment after more than one year, the entire accumulation, both state and personal, goes with the participant and may be continued under another qualified employer, held for future use, or under some circumstances, surrendered for cash if taxes and penalties are paid.

Why Most Choose ORP

Most faculty, librarians and other professionals coming into Texas public colleges and universities who are qualified for ORP now use it rather than TRS for at least three reasons:

1. One year vesting is of great value in a profession in which two or three changes in position are normal before settling down to a career.

2. Potential retirement benefits are substantially greater, although the amount of benefit is less definite. Any estimate of retirement benefits in 30 or 35 years is subject to many unknown factors. Given the same salary conditions over a 35 year career in Texas, however, a person's "estimated" retirement income in ORP products will more than double TRS provisions, but the *guaranteed* amount in most companies may be slightly less than TRS results.

3. ORP accounts are transportable to other institutions in other states—perhaps not as official retirement programs, but as additional tax deferred savings programs. TRS is limited to Texas schools and colleges and can be utilized for retirement purposes only.

For faculty members coming into Texas in mature years (age 55 and beyond), entering at a high salary, and having high likelihood of completing their careers here, TRS might produce benefits in excess of those earned by ORP in the relatively short period available to retirement. Also, in TRS the individual is removed from all responsibility for managing or paying attention to this major investment. Questions arising at retirement are much simpler in TRS than in ORP because choices are much more limited. Now that both TRS and ORP are tax deferred (paid out of salary and not subject to income tax), the take-home pay under TRS is slightly greater than in ORP because 6.4% of salary is required in TRS while 6.65% is required in ORP.

This is a decision required of a new appointee during the first 90 days after employment. You should seek information from various sources if you have any questions, and make your choice of TRS or ORP after careful consideration.

THREE-FOURTHS OF ELIGIBLE EMPLOYEES CHOOSE ORP

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1990-91 academic year 8,290 (79 percent) of the 10,512 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 13.96 percent of full salary (6.65 percent paid by the employee and 7.31 percent paid by the state) must be paid into an ORP account. The state ORP contribution rate was reduced from 8.5 percent by the Legislature in 1991. The law *does* permit local college districts to "supplement" the state contribution by an additional 1.19 percent, the amount of the reduction, and many have chosen to do so. Present rates of contributions to TRS are 6.4 percent for the member and 7.31 percent for the state.

Two-year college employees invested in ORP plans with 78 different carriers during Fiscal Year 1991. The Variable Annuity Life Insurance Company (VALIC) was selected by 2,436 participants—more than 29 percent of the total business, with Aetna Life Insurance and Annuity Company holding second place. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to twent-second place in 1991. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost participants steadily every year, down to 51 in 1990-91 (fewer than 1 percent).

Carriers receiving contributions during each of the last ten years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. **No ORP participant should feel "locked" into an inferior program.**

With surprising frequency, the TJCTA state office receives inquiries from members who somehow have been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Texas Higher Education Coordinating Board—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

> *Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...*
>
> *Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...*
>
> *The ORP payments shall be forwarded to companies within 10 business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.*

Individuals who experience problems regarding the preceding three regulations should not hesitate to take action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS
Public Community Junior College Employees
1981-1991

	1981-82	*1982-83*	*1983-84*	*1984-85*	*1985-86*	*1986-87*	*1987-88*	*1988-89*	*1989-90*	*1990-91*
Variable Annuity Life Insurance Company	1,727	1,840	1,843	1,926	1,973	1,933	1,949	2,084	2,204	2,436
Aetna Life Insurance and Annuity Company	224	251	313	424	433	475	489	647	790	878
Great American Life Insurance Company	77	127	151	218	280	321	331	369	455	577
Lincoln National Life Insurance Company	417	406	410	373	340	325	388	434	532	552
Travelers Life Insurance Company	281	404	500	595	685	682	583	670	660	527
Kemper Investors Life Insurance Company	240	340	488	599	681	736	683	622	573	517
USAA Life Insurance Company	210	240	256	303	306	362	449	477	495	459
Teachers Insurance and Annuity Association	205	191	202	183	168	162	165	161	196	214
Mutual Life Insurance Company of New York	341	388	404	385	335	298	279	254	229	197
Metropolitan Life Insurance Company •	157	147	135	131	118	104	84	61	127	170
Investors Diversified Service (IDS)	44	43	39	39	38	40	48	51	124	158
Union Mutual Life Insurance Company	301	303	355	430	427	416	355	302	265	141
Jefferson Pilot Life Insurance Company	235	215	203	188	172	160	156	131	103	140
Fidelity Investments	—	—	—	—	25	42	46	60	95	138
Security Benefit Life Insurance Company	26	29	39	61	72	74	94	94	102	96
Pioneer Group	—	—	—	—	—	—	13	36	89	92
Northern Life Insurance Company	—	—	—	—	—	18	38	55	81	85
Delta Life and Annuity	—	—	—	—	29	48	100	91	67	79
Texas Retirement Trusts	—	—	—	—	—	—	—	—	45	78
Great West Life Assurance Company	164	150	110	112	82	70	88	85	80	72
Life Insurance Company of the Southwest	—	—	—	—	—	—	—	6	17	58
Southwestern Life Insurance Company	691	578	550	363	311	226	150	91	60	51
Equitable Life Assurance Society	43	44	46	37	47	52	61	54	48	44
Nationwide Life Insurance Company	66	56	44	29	25	23	6	18	32	39
American Capitol Marketing, Inc.	—	—	—	—	—	—	5	8	32	39
Jackson National Life Insurance Company	—	—	—	—	—	—	—	1	8	29
Safeco Insurance Company	19	23	25	28	30	23	25	25	19	27
Qual. Univ. Accumulation & Disb. System	—	—	—	—	—	—	—	42	14	26
American General Life Insurance Company	37	27	29	21	17	14	11	15	22	24
Beneficial Standard Life Insurance Company	79	93	97	80	74	69	71	55	41	23
National Western Life Insurance Company	—	—	—	—	—	—	8	13	26	22
Amev Investors	—	—	—	—	—	—	10	18	21	21
Waddell & Reed Financial Services	—	—	—	—	—	—	—	4	15	20
Connecticut Mutual Life Insurance Company	109	107	107	102	93	44	30	22	20	18
Vanguard Investors	—	—	—	—	—	—	—	0	2	18
Prudential Life Insurance Company	52	47	43	27	21	21	26	24	18	16
American United Life Insurance Company	25	16	12	11	10	10	9	15	15	14
Unum Life Insurance Company	—	—	—	—	—	—	—	—	—	12
Providence Life Insurance Company	—		22	25	34	45	40	34	19	11
Franklin Life Insurance Company	10	9	7	5	5	5	6	8	10	11
Massachusetdts Mutual Life Insurance Co.	—	—	—	—	—	—	—	8	9	11
Sun Life Assurance Company of Canada	—	1	4	11	11	9	9	10	11	10
Twentieth Century Investors	—	—	—	—	—	—	—	—	3	10
All other carriers (fewer than 10 each)	22	37	40	60	51	66	123	224	110	115
TOTAL PARTICIPANTS (All ORP Programs)	*6,038*	*6,324*	*6,662*	*6,966*	*7,092*	*7,067*	*7,208*	*7,565*	*7,970*	*8,290*

SCHEDULE OF COMMITTEE MEETINGS, 1992-93

(Note: All committees are subject to additional meetings as called by their chairpersons. Ending times for meetings are indicated to facilitate planning and travel arrangements. Meetings will end not later than *times indicated.)*

EXECUTIVE COMMITTEE

Friday, October 2, 1992, 5:00–7:00 p.m., Doubletree Hotel, IH-35 and U.S. Highway 290 East, Austin
Friday, December 4, 1992, 6:00–10:00 p.m., Hyatt Regency Hotel, 208 Barton Springs Road, Austin
Saturday, December 5, 1992, 9:00 a.m.–4:00 p.m., Hyatt Regency Hotel, 208 Barton Springs Road, Austin
Wednesday, February 17, 1993, 6:00–10:00 p.m., Hyatt Regency Hotel, 208 Barton Springs Road, Austin
Thursday, February 18, 1993, 4:00–5:00 p.m., Palmer Auditorium, 400 South First Street, Austin
Saturday, February 21, 1993, 12:00 Noon–3:00 p.m., Hyatt Regency Hotel, 208 Barton Springs Road, Austin

PROFESSIONAL DEVELOPMENT COMMITTEE

Friday, October 2, 1992, 1:00–5:00 p.m., Doubletree Hotel, IH-35 and U.S. Highway 290 East, Austin
Thursday, February 18, 1993, 1:00–3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

LEGISLATIVE COMMITTEE

Saturday, October 24, 1992, 10:00 a.m.–3:00 p.m., Conference Room A, Love Field Terminal, Dallas
Thursday, February 18, 1993, 1:00–3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

MEMBERSHIP SERVICES COMMITTEE

Saturday, October 17, 1992, 10:00 a.m.–3:00 p.m., Conference Room A, Love Field Terminal, Dallas
Thursday, February 18, 1993, 1:00–3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

NOMINATING COMMITTEE

Saturday, November 7, 1992, 10:00 a.m.–3:00 p.m., Conference Room A, Love Field Terminal, Dallas

RESOLUTIONS COMMITTEE

Thursday, February 18, 1993, 3:00–4:00 p.m., Palmer Auditorium, 400 South First Street, Austin

AUDITING COMMITTEE

Thursday, February 18, 1993, 2:00–3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

PUBLICATIONS COMMITTEE

Saturday, September 19, 1992, 10:30 a.m.–3:00 p.m., Conference Room A, Love Field Terminal, Dallas
Thursday, February 18, 1993, 1:00–3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

ELECTION COMMITTEE

Thursday, February 18, 1993, 9:00–10:00 p.m., Palmer Auditorium, 400 South First Street, Austin

TASK FORCE ON LONG-RANGE PLANNING

Saturday, September 12, 1992, 9:00 a.m.–3:00 p.m., TJCTA State Office, 901 South MoPac Expressway, Building 1, Suite 410, Austin
Thursday, February 18, 1993, 1:00–3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

NOTE TO COMMITTEE MEMBERS: Please do not wait for additional announcements of the meetings scheduled above. If you plan to travel to the committee meeting site by plane, schedule flight reservations *at least* one month in advance in order to take advantage of the most economical air fares available.

TJCTA NOMINATING COMMITTEE INVITES RECOMMENDATIONS

Larry G. Shirts, North Harris College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the Association for 1993-94.

Recommendations should be submitted *immediately* in order to be considered by the Nominating Committee in its November 7 meeting.

Recommendations should be sent to:

Larry G. Shirts, Chairperson
TJCTA Nominating Committee
North Harris College
2700 W. W. Thorne Drive
Houston, Texas 77073

Mr. Shirts may be reached by telephone at his office: Area Code 713, 443-5598, or 713, 443-5590, or at home: Area Code 713, 923-9883.

Other members of the Nominating Committee are: David J. Clinkscale, Tarrant County Junior College–South Campus, vice chairperson; Reba D. Blackshear, El Centro College; Emmeline Dodd, College of the Mainland; Roger A. Griffin, Austin Community College; Doris M. Huibregtse, Howard College; and Deann C. Merchant, Amarillo College.

Mr. Shirts attended the campus representatives workshop in August and will attend the Faculty Leadership Conference in October. He is seeking suggestions and recommendations and is encouraging interested individuals to allow the Nominating Committee to consider them as potential candidates.

1993 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1993 TJCTA convention has been released. More than 140 separate events will be crowded into a three day period, beginning at 9:00 a.m., Thursday, Feb. 18, and concluding shortly after Noon, Saturday, Feb. 20.

A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Palmer Auditorium and Hyatt Regency hotel in Austin. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 18, 1993

9:00 a.m. - 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 - 4:00 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	—Informal Reception
7:30 - 9:30 p.m.	—**BANQUET AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 19, 1993

7:30 - 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	—Convention Registration
8:00 a.m. - 5:00 p.m.	—Exhibits Open
8:00 a.m. - 5:00 p.m.	—Polls Open (Election of Officers)
9:00 - 10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	—**SECOND GENERAL SESSION**
4:15 - 5:45 p.m.	—Retirement Seminar
4:15 - 5:45 p.m.	—Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 20, 1993

8:00 - 11:30 a.m.	—Convention Registration
8:00 - 11:30 a.m.	—Exhibits Open
9:00 - 10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon - 3:00 p.m.	—Special Meetings (to be announced)

SECTION CHAIRPERSONS NAMED FOR 1993 CONVENTION

Fifty-four individuals will have primary responsibility for planning and arranging programs for their respective section meeting during next year's TJCTA convention in Austin. Selected by their colleagues during the 1992 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers or developing other programs for their sections.

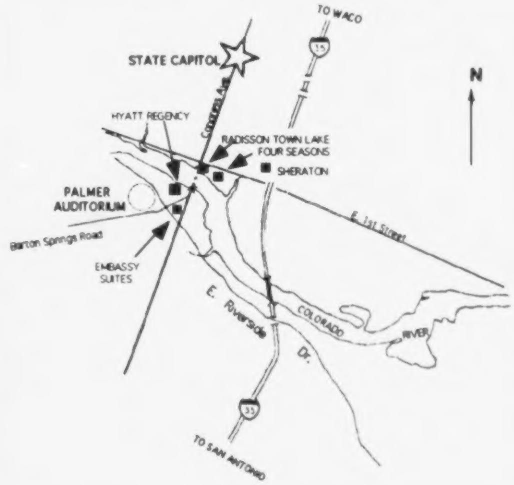
TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agendas and other pertinent materials will be sent this month to section chairpersons. Program planning must be complete, and program outlines are due Dec. 1.

Next year's chairpersons and their college addresses are listed below:

Accounting	Kathy S. Sansom, Lamar University at Port Arthur, Texas 77641
Aeronautical Technology	Robert L. Landry, Tarrant County Junior College–Northwest Campus, Fort Worth, Texas 76179
Aging Services and Education	Joe T. Arrington, McLennan Community College, Waco, Texas 76708
Agriculture	Ronald D. Presley, South Plains College, Levelland, Texas 79336
Air Conditioning and Refrigeration Technology	Irving D. Panzer, Houston Community College, Houston, Texas 77270
Art	Karmien C. Bowman, Tarrant County Junior College–Northeast Campus, Hurst Texas 76054
Associate Degree Nursing	Lucia Kistler, McLennan Community College, Waco, Texas 76708
Automotive Services	Daniel N. Wickware, Northeast Texas Community College, Mount Pleasant, Texas 75455
Biology	To Be Selected
Business Administration	Glenda Aslin, Weatherford College, Weatherford, Texas 76086
Chemistry	Alex Kajstura, Texas State Technical College–Marshall Marshall, Texas 75670
Compensatory Developmental Education	Carman E. Wiese, Southwest Texas Junior College, Uvalde, Texas 78801
Computer Center Directors	Charles W. (Bill) Bane, McLennan Community College, Waco, Texas 76708
Computer Information Processing	Jim G. Ingram, Amarillo College, Amarillo, Texas 79178
Cosmetology	To Be Selected
Counseling and Student Personnel Services	Denise Anding, Austin Community College, Austin, Texas 78714
Court Reporting	Monette Benoit, San Antonio College, San Antonio, Texas 78212
Criminal Justice	Ronald Walker, Trinity Valley Community College, Athens, Texas 75751
Developmental Reading	Sharon M. Freeman, San Jacinto College–Central Campus, Pasadena, Texas 77501
Economics	Chloice L. Shofner, Midland College, Midland, Texas 79705
Electronics	Gus D. Rummel, Central Texas College, Killeen, Texas 76540 Bob Bixler, Austin Community College, Austin, Texas 78714
Engineering Graphics and Computer Aided Drafting	To Be Selected
English	Paul B. Beran, North Harris College, Houston, Texas 77073
English-As-A-Second-Language	To Be Selected
Fashion Merchandising	Kae K. Hineline, McLennan Community College, Waco, Texas 76708
Foreign Language	Raquel Gavia, Austin Community College, Austin, Texas 78714
Geology and Geography	Roberto Garza, San Antonio College, San Antonio, Texas 78712
Government	Gabriel Ume, Palo Alto College, San Antonio, Texas 78224
Health Occupations	Ann E. Steele, Austin Community College, Austin, Texas 78714
Health, Physical Education, and Recreation	Sarah H. Hermes, Galveston College, Galveston, Texas 77550
History	Margie Ann Noel, Tyler Junior College, Tyler, Texas 75711
Horticulture	Mark J. Schusler, Tarrant County Junior College–Northwest Campus, Fort Worth, Texas 76179
Journalism	Larry C. Thompson, Northeast Texas Community College, Mount Pleasant, Texas 75455
Learning Resources	George M. Teoh, Houston Community College, Houston, Texas 77270
Legal Assistant	Pat Ledbetter, Cooke County College, Gainesville, Texas 76240
Mathematics	Kenneth R. Stevenson, Bee County College, Beeville, Texas 78102
Music	James L. Lee, Bee County College, Beeville, Texas 78102
Office Technology	Cheryl L. Willis, San Jacinto College–South Campus, Houston, Texas 77089
Philosophy	Bernard J. Mahoney, Houston Community College, Houston, Texas 77270
Physics and Engineering	Jerry D. Fuller, Kilgore College, Kilgore, Texas 75662
Psychology	Deann C. Merchant, Amarillo College, Amarillo, Texas 79178
Radio and Television	J. Lynn Jones, Austin Community College, Austin, Texas 78714
Real Estate	Johnnie L. Rosenauer, San Antonio College, San Antonio, Texas 78212
Registrars & Admissions Officers	Wanda W. Simpson, San Jacinto College–North Campus, Houston, Texas 77049
Sociology and Anthropology	Doris J. Stevens, McLennan Community College, Waco, Texas 76708
Speech and Drama	Darlyne Ervin, Odessa College, Odessa, Texas 79764
Texas Administrators of Continuing Education for Community Junior Colleges	Donetta Goodall, Austin Community College, Austin, Texas 78752
Texas Association of Community College Chief Student Affairs Administrators	Jerry Barton, South Plains College, Levelland, Texas 79336
Texas Association of Junior and Community College Instructional Administrators	John C. Ray, Brazosport College, Lake Jackson, Texas 77566
Texas Association of Post-Secondary Occupational Education Administrators	Ronnie Glasscock, South Plains College, Lubbock, Texas 79401
Texas Community College Child Development Educators Association	Gordon D. Bacon, Central Texas College, Killeen, Texas 76540
Texas Junior College Management Educators Association	Russell Kunz, Collin County Community College–Spring Creek Campus, Plano, Texas 75074
Vocational-Technical Education	To Be Selected
Welding	James Owens, Houston Community College, Houston, Texas 77270

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 46th annual convention, Feb. 18-20, 1993, in Austin, are encouraged to reserve hotel accommodations early. A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. Hotel accommodations may be reserved by completing the form below and mailing it to the *Austin Convention Housing Bureau.* Reservations will be processed as they are received, on a first-come, first-served basis. **Reservations may NOT be made directly with the convention hotels.**



CONVENTION HOTEL FACILITIES AND RATES

HOTEL / ADDRESS	Single (1 person)	Double (2 persons)	Triple (3 persons)	Quad (4 persons)
Hyatt Regency Hotel 208 Barton Springs Road	$73	$73	$78	$78
Embassy Suites 300 South Congress Avenue	$78	$88	$98	$98
Radisson Hotel on Town Lake (formerly Austin Crest Inn) 111 East First Street	$65	$65	$75	$75
Sheraton Austin Hotel 500 North IH 35	$85	$85	$95	$105
Four Seasons Hotel 98 San Jacinto Boulevard	$101	$111	$121	—

Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment be by cash or traveler's checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

46th Annual Convention — Austin, Texas — February 18-20, 1993

HOTEL RESERVATION FORM

MAIL TO: Convention Housing Bureau
P. O. Box 1088
Austin, Texas 78767

HOTEL CHOICES:

1st Choice: ______________________
2nd Choice: ______________________
3rd Choice: ______________________
ARRIVAL DATE: February ________ HOUR: ______ __. M.*
DEPARTURE DATE: February ______________

CONFIRMATION will be made by hotel. **CANCELLATION:** Notify Convention Bureau of changes and cancellations up to Feb. 1. After Feb. 1, make cancellations and changes directly with hotel. All reservations subject to availability.

ACCOMMODATIONS DESIRED:

_____ Single Room(s) *(1 room, 1 person, 1 bed)*
_____ Double Room(s) *(1 room, 2 persons, 1 bed)*
_____ Double/Double Room(s) *(1 room, 2 persons, 2 beds)*
_____ Triple Room(s) *(1 room, 3 persons, 2 beds)*
_____ Quad Room(s) *(1 room, 4 persons, 2 beds)*
_____ One Bedroom and Parlor *(Suite)*
_____ Two Bedrooms and Parlor *(Suite)*

* Reservations will not be held after 6:00 p.m. unless arrival is guaranteed by credit card or advance payment of first night's lodging.

Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with credit card:

Type ______________________
Number ______________________
Expiration Date ____________ Bank Number ____________

CONFIRM RESERVATIONS TO: Name ______________________ Phone: A/C ______, ____________
Address ______________________ City ______________ State __________ ZIP ________
ROOM(S) WILL BE OCCUPIED BY:

Name (please print) *Address* *City / State / ZIP*

Making the Difference

Here are some of the ways TJCTA has made the difference…

- Expended more than $125,000 in attorney's fees to provide expert legal advice to 780 members from 48 campuses
- Provided formal testimony before committees of the Texas Legislature and the Texas Higher Education Coordinating Board
- Was the *only* professional association to offer testimony and lobby in support of community, junior, and technical college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed the *Legislative Update* apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 45 campuses
- Responded to requests for advice and information from members of governing boards at 15 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 37 campuses
- Presented formal testimony and research information to members and staff of the Joint Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community, junior, and technical college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Optional Retirement Program and supported improvements in the Teacher Retirement System
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the *largest* meeting of community junior college educators in the nation, which included…
  - More than 125 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A seminar on "Financial Planning for College Teachers"
  - A session on development and implementation of televised instruction
  - A seminar for retired and "soon-to-be-retired" educators
  - A placement center offering information about professional staff openings
  - More than 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Membership Enrollment Form

Dr.
Mr.
Mrs.
Miss
Ms.

First Name *Middle Name or Initial* *Last Name*

College

(If more than one campus, indicate your campus.)

Preferred Mailing Address for TJCTA publications (if other than to college):

Street Address or Post Office Box *City* *State* *ZIP Code*

PRIMARY RESPONSIBILITY:

Instructional
(Subject taught:)
Student Services
(Position:)
Learning Resources/Library/Media
(Position:)
Administrative
(Position:)
Other (Specify:)

CHECK HERE IF YOU DESIRE COVERAGE UNDER THE OPTIONAL LIABILITY INSURANCE PROGRAM, AND ADD $30 TO THE AMOUNT OF YOUR CHECK.

CHECK ONE:
PROFESSIONAL MEMBERSHIP (Full-time educator at a Texas community, junior, or technical college)—Dues $25
ASSOCIATE MEMBERSHIP (Classified employee or retired or part-time educator at a Texas community, junior, or technical college)—Dues $15 (Retiree may join as Professional or Associate Member.)
STUDENT MEMBERSHIP (Enrolled for graduate credit *in community or junior college education*)—Dues $10
UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15

Check here if you wish to receive the *TJCTA Messenger*. Annual dues ***include*** $5 for subscription; there is **no additional charge** for the *Messenger*.

Membership Period: September 1, 1992–August 31, 1993.

MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to: TJCTA, Barton Oaks Plaza I, Suite 410, 901 MoPac Expressway South, Austin, Texas 78746-5747.

TJCTA MESSENGER

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
901 MoPac Expressway South — Barton Oaks Plaza I, Suite 410 — Austin, Texas 78746-5747

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VOLUME XXIV DECEMBER 1992 NUMBER 2

1991 TJCTA LEGISLATIVE PROGRAM ADOPTED

An eight-point legislative program was adopted by the TJCTA Executive Committee in its meeting Dec. 4.

Legislative goals and priorities were recommended by the organization's Legislative Committee in October. While the legislative program is subject to additions and changes by subsequent action of the Executive Committee, the present legislative goals are listed below:

1. Support appropriations for two-year colleges in the 1993-95 biennium at the levels recommended by the Texas Higher Education Coordinating Board.
2. Support revenue enhancement measures necessary to provide funding recommended by the Coordinating Board.
3. Oppose any legislation which would provide for the expansion of any existing upper-level institution into a full, free-standing four-year university.
4. Support the continued fiscal integrity and actuarial soundness of the Teacher Retirement System of Texas and oppose any reduction in the level of state funding for either the Teacher Retirement System or the Optional Retirement Program.
5. Support the continued implementation of the Texas Academic Skills Program with adequate state funding for implementation and remediation.
6. Support legislation to prohibit a member of the governing board of a public community junior college district from being appointed to any salaried position with the district for a minimum of two years after the member's service on the board ends.
7. Support legislation to establish approved service areas for community college districts and simplify the procedures for annexation of areas which meet approved service requirements.
8. Support legislation to assure that state approved community college transfer courses apply fully toward baccalaureate degree requirements.

FACULTY SALARIES INCREASE SLIGHTLY

For the third consecutive year most Texas community junior college faculty members saw their salaries slip behind the cost of living. While salaries rose an average of a little more than 3 percent statewide for the 1992-93 academic year over the preceding year, the Consumer Price Index rose approximately 3.1 percent in 1992 over 1991. At most colleges, veteran faculty members at the "high end" of the salary schedule found that pay increases—while welcome—failed to keep pace with the rate of inflation. A few college districts provided no increases at all in their salary schedules, but the vast majority granted across-the-board "cost of living" increases. Several districts decline to use salary schedules, or tables, making meaningful comparisons with salaries at other institutions impossible.

These were the findings of the annual study of faculty salaries conducted by the Texas Junior College Teachers Association. This is the sixteenth year that TJCTA has undertaken an extensive study of faculty salaries at the state's public two-year colleges. Forty-eight districts participated in this year's study, according to TJCTA state president Marilyn Lancaster. The remaining public two-year college district, Texas Southmost College, is managed under a unique "partnership agreement" with The University of Texas at Brownsville. Faculty there are considered employees of the UT system

The TJCTA study is generally recognized as the most reliable compilation of salary data available. "Our study is based on written responses to our questionnaire, submitted by officials at the 48 college districts," said Mrs. Lancaster. Each official also provides a copy of the institution's faculty salary schedule, and questionnaire responses are verified by comparing reported data with the published schedules. Where appropriate, college officials provide information concerning salaries of instructors in their first, sixth, eleventh, sixteenth, and twenty-first years of employment.

"We believe the TJCTA study is much more accurate than those which report 'average budgeted salaries,'" Mrs. Lancaster said. "In those surveys the older colleges have a distinct advantage over districts formed in more recent years, since large numbers of veteran faculty members are placed at the higher end of the schedule, in effect 'loading' the study in favor of the long-established schools."

An analysis of survey results points out shocking differences in salaries offered among Texas two-year colleges. For example, a beginning instructor (holding a Master's degree) at one college is paid $21,000, while a colleague with identical credentials and teaching duties at another college receives a starting salary of $29,000—a variation of 38 percent. After 20 years, the disparity persists: at one college a teacher with a Master's degree and 30 postgraduate hours is paid $30,400, while the salary of a teacher with the same credentials performing essentially identical services is $43,158 at another college—a variation of 42 percent.

***The tabular report of this year's TJCTA salary study appears on pages 10-11 of this issue of the* Messenger.**

FACULTY BUYING POWER REMAINS STAGNANT

The table below shows the changes in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, eleventh, sixteenth, and twenty-first consecutive years of service. Data are based on an increase in the Consumer Price index of 3.1 percent for 1992 over 1991. (* Salaries in sixteenth and twenty-first years are based on 30 graduate credit hours above master's degree.)

	State Average Salaries—Master's Degree		Percent Increase	Change in Purchasing Power
	1991-92	1992-93		
First Year	$24,916	$25,698	3.14%	+ 0.04%
Sixth Year	27,709	28,591	3.18%	+ 0.08%
Eleventh Year	30,062	31,090	3.42%	+ 0.32%
Sixteenth Year	33,933*	34,892*	2.83%	– 0.27%
Twenty-first Year	35,479*	36,429*	2.68%	– 0.42%

PRESIDENT'S MESSAGE

The Legislative season is upon us, and I hope each of you has reviewed TJCTA's December *Legislative Update* for the latest news on current issues. Be assured that many of your colleagues in TJCTA are actively involved in developing a variety of solutions to problems that confront two-year colleges. Perhaps you remember that as a result of an amendment to the TJCTA constitution, standing committees increased in 1992 from 12 to 15 members, giving even more opportunity for members to offer their perspectives from different colleges, backgrounds, and professional interests.

This fall the Legislative Committee prepared TJCTA's legislative agenda for the coming biennium. Members of the Professional Development Committee discussed the varied issues raised by "performance based funding" and by the ever-increasing use of part-time instructors. And, as always, the Membership Services Committee has planned several important seminars for the February convention on retirement, financial planning, and the state's new higher education health insurance system. This committee has also diligently evaluated service programs endorsed for our membership like the Westel long distance service.

Most importantly, the association's *ad hoc* committee for long-range planning, chaired by former TJCTA State President Lawrence Bell, has begun work on recommendations concerning the state office and future membership trends. This *ad hoc* committee will continue to advise TJCTA's Executive Committee on issues relating to the welfare of our association in the decades ahead.

To have a voice in these important legislative and professional matters, you as an individual TJCTA member must make certain you and your colleagues are knowledgeable about events that happen in Austin as well as your local districts and campuses. TJCTA's *Messenger* and *Legislative Update* can help keep you informed. Teaching in Texas' two-year colleges has changed over the past decade, and though many of us joined the teaching profession because it seemed to offer stability, we can no longer take that stability for granted, just as we can no longer take for granted the assurances of support that we once enjoyed.

No matter what eventually happens with "performance-based funding," legislators and the public whom they represent are likely to continue to ask from us some measures of accountability. We will be asked to explain our value (and most probably our values) to the communities we serve again and again.

That is why it is particularly important now that we join together as we never have before. I can tell you without exaggeration that your legislators are impressed when as TJCTA State President I testify that I represent more than 6,000 faculty, staff, and administrators in two-year colleges. They are impressed because they know I represent an informed group of educators who vote and who, hopefully, vote for the interests of higher education.

As TJCTA's State President, I have worked with other members of the Executive Committee to state our cause. We have spoken with Senator John Montford, Representatives Pete Laney, Jim Rudd, Ric Williamson, and David Counts, among others. The interview with Representative Williamson included in this issue of the *Messenger* (page 4) is only one indication of TJCTA's legislative involvement. We have testified before the Legislative Budget Board regarding our concerns over possible budget cuts, and we have spoken against abolishing the Optional Retirement Program before the Sunset Advisory Commission hearings.

However, as a TJCTA member it is essential that you not underestimate your influence with the representatives from your district. As a constituent, your representative is interested in your opinion of his or her performance, and it is important that this year, and in future legislative years, we work together as a group unified by our determination to promote professionalism and excellence in ourselves and in our colleges and to see that we have the means to do it. I know that TJCTA provides all of us an opportunity through which we can create in difficult times a positive change for our students and our communities. I ask you to join with me and your other colleagues in working together to solve our common problems and reach our common goals.

Marilyn Lancaster

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit suggestions for proposed resolutions to be submitted at the 1993 convention in Austin.

Suggestions should be received by Feb. 1, 1993, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 18, 1993, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

Margaret A. Harbaugh, Chairperson
TJCTA Resolutions Committee
McLennan Community College
1400 College Drive
Waco, Texas 76708

EDITORIAL POLICY

1. The *TJCTA Messenger* provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the *Messenger*. Publicity accorded to a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-contrast original of the manuscript with the author's name only on a separate cover sheet.

5. Articles published in the *Messenger* may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the *TJCTA Messenger*. Brief quotations and statistical data may be reproduced provided that the *TJCTA Messenger* is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Publications Committee, 901 South MoPac Expressway, Building I, Suite 410, Austin, Texas, 78746–5747. Authors should retain copies of their manuscripts for their files.

TJCTA
MESSENGER
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MARILYN LANCASTER
President

CHARLES L. BURNSIDE
Executive Director

RICHARD MOORE
Staff Assistant

PROPOSAL TO ABOLISH ORP IS REJECTED

The Texas Sunset Advisory Commission in its December meeting refused to go along with a staff recommendation to abolish the higher education Optional Retirement Program. The staff proposal suggested that the retirement program be eliminated but that current ORP participants be permitted to continue in the program until their retirement.

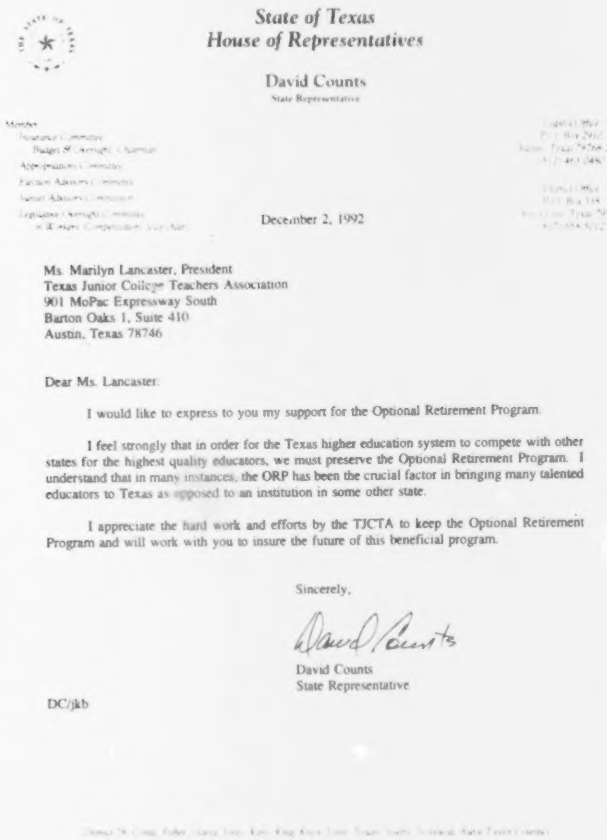
When State Rep. David Cain (D-Dallas), chair of the Sunset Commission, called for a motion on the staff recommendation, no motion was offered. Thus, the staff proposal to abolish the Optional Retirement Program was rejected.

Testimony against the staff suggestion was presented on behalf of the Texas Junior College Teachers Association by TJCTA State President Marilyn Lancaster and special TJCTA consultant on retirement matters, Frank L. Wright. Mrs. Lancaster told the panel that phasing out ORP would threaten the stability of the insurance companies offering ORP options and would eliminate incentives for them to offer quality service to their clients who remain in the program. "Those of us who enrolled in ORP programs wonder what will happen to the competitive rates and services currently offered by companies if new faculty are not offered the opportunity to enroll," Mrs. Lancaster said.

Mr. Wright also expressed disagreement with the staff recommendation: "To say that ORP is *inequitable* when compared with the Teacher Retirement System is not wholly accurate. To declare that it is *different* is as much as ought to be concluded from the facts." Mr. Wright also suggested that the success of ORP is a poor reason to discontinue the program. "The concern should not be how to eliminate a useful and productive retirement alternative, but how to make TRS more effective," Mr. Wright told the Commission.

At the public hearing on TRS-ORP issues, more than 20 witnesses presented testimony opposing the elimination of ORP. The only support expressed in favor of the proposal came from the Commission staff itself.

Strong support for the TJCTA position came from Commission members, especially from Rep. Cain and State Sen. Steven A. Carriker (D-Roby), and State. Rep. David Counts (D-Knox City). The following letter from Rep. Counts to Mrs. Lancaster is typical of the sentiments expressed by lawmakers in support of TJCTA's efforts.



State of Texas
House of Representatives

David Counts
State Representative

December 2, 1992

Ms. Marilyn Lancaster, President
Texas Junior College Teachers Association
901 MoPac Expressway South
Barton Oaks 1, Suite 410
Austin, Texas 78746

Dear Ms. Lancaster:

I would like to express to you my support for the Optional Retirement Program.

I feel strongly that in order for the Texas higher education system to compete with other states for the highest quality educators, we must preserve the Optional Retirement Program. I understand that in many instances, the ORP has been the crucial factor in bringing many talented educators to Texas as opposed to an institution in some other state.

I appreciate the hard work and efforts by the TJCTA to keep the Optional Retirement Program and will work with you to insure the future of this beneficial program.

Sincerely,

David Counts

David Counts
State Representative

DC/jkb

STATE ORP CONTRIBUTION SUPPLEMENTED BY 26 TWO-YEAR COLLEGES

During the 1991 legislative session, the state's contribution to employees' Optional Retirement Programs was reduced from 8.5 percent to 7.31 percent, beginning Sept. 1, 1991. A rider in the general appropriations bill authorized colleges to use "local or other sources of funds" to make up the 1.19 percent to bring the employer's contribution up to 8.5 percent.

Thirty-one college districts paid the differential during the last fiscal year (1991-92), and 18 chose not to contribute to their employees' ORP accounts.

For the 1992-93 year, 27 college districts are continuing to supplement the state's ORP contributions, while 22 are not providing the additional 1.19 percent.

The following districts are paying the 1.19 percent differential:

Alamo Community College District
Alvin Community College
Angelina College
Austin Community College
Bee County College
Blinn College
Central Texas College
*College of the Mainland
Collin County Community College
Dallas County Community College District
El Paso Community College
Galveston College
Hill College
*Laredo Junior College
Lee College
Navarro College
North Harris Montgomery Community College District
Northeast Texas Community College
Panola College
San Jacinto Junior College District
Tarrant County Junior College District
Texarkana College
Texas Southmost College
Trinity Valley Community College
Tyler Junior College
The Victoria College
Wharton County Junior College

(*College of the Mainland and Laredo Junior College pay the differential only for employees hired prior to Sept. 1, 1991.)

The following districts do not supplement the state's ORP contribution:

†Amarillo College
Brazosport College
Cisco Junior College
†Clarendon College
Cooke County College
Del Mar College
Frank Phillips College
Grayson County College
Houston Community College
Howard College
Kilgore College
McLennan Community College
Midland College
Odessa College
Paris Junior College
Ranger Junior College
South Plains College
Southwest Texas Junior College
Temple Junior College
†Vernon Regional Junior College
Weatherford College
†Western Texas College

(† denotes colleges which provided the 1.19 percent supplement in 1991-92 but not during the current year.)

A CONVERSATION WITH RIC WILLIAMSON

> "We should be financing the customers of higher education, and then let them decide if they want to buy the services"

[Editor's note: Few lawmakers have generated as much attention in recent years as Rep. Ric Williamson (D-Weatherford). Last year Texas Monthly *listed him among its celebrated "Ten Best," observing, "At this moment he may be the most important member of the Legislature." Commenting particularly upon Rep. Williamson's persuasive skills, the magazine added, "One on one, there is no resisting him; he knows too much and sells it too well."*

As vice chairman of the powerful House Appropriations Committee, Rep. Williamson made his mark most notably in the 1991 session by engineering "performance funding" for state agencies—a concept he also proposes for all public institutions of higher education in Texas. Whatever happens eventually to "performance funding" (and the outcome is far from certain), Rep. Williamson will be a formidable player. We thought it would be interesting to visit with him as the regular session approaches. The interview was conducted in his Weatherford office last October by TJCTA President Marilyn Lancaster and Vice President Scott Nelson.]

MESSENGER: We have heard various reports about the size of the budget shortfall for the next biennium. What's the latest?

WILLIAMSON: The gap between known revenue in the current tax system and known expenses, if we are to continue the current level of government activity, is a subjective number, based upon whose base numbers you believe and whose projections you believe. I think it's 5.1 billion dollars.

MESSENGER: Harsh deficit projections inevitably bring up "performance funding." How did you first get interested?

WILLIAMSON: It's the reason I ran for office in the first place. In the first twelve years of my adult life, I put together my personal wealth—little that it is—in a highly competitive, market-dominated business. The whole time I was working in the marketplace, because I studied government in college and have an interest in how government works, I continued to be somewhat surprised how little market forces are used to allocate tax resources and measure the performance of government. When I finally had the time, I ran because I wanted to try to install market forces decision mechanisms into government.

MESSENGER: Did you take that approach while you were in business, and then try to transfer those principles over to government?

WILLIAMSON: I just observed in my day-to-day activities, and determined by having read the works of hundreds of people, that market mechanisms tend to sort out resources far more efficiently, effectively, rationally, and, strangely enough, *compassionately*, than anti-market, artificial mechanisms developed by people with the best of intentions.

MESSENGER: Obviously, we're interested in the higher education component. What are you aware of that's going on in other states? We have heard of Tennessee, for instance, as a state that is experimenting. Are you aware of something we can use as a model of "performance funding" for higher education?

WILLIAMSON: No. There is nothing you can use as a model because no one is as far advanced in dealing with this concept as is Texas—*directly*. There are some *indirect* market mechanisms that have been in place for quite some time. A good example is the California organizational unit of higher education, which places tremendous emphasis on community colleges. In a sense, that's a market mechanism. They came to the conclusion that basic courses could be delivered more cost effectively in a community college setting than in a four-year setting. What led them to that conclusion was a separation between basic education and research. We haven't made such a differentiation much here in Texas yet.

MESSENGER: Would you like to?

WILLIAMSON: Well, what I would like to do with funding higher education is a more direct market mechanism approach. If your question is, would I like to do the California approach as opposed to something else, the answer is no. If I would like to do the California approach as opposed to the current Texas approach, yes. It's a more rational method of allocating scarce resources.

MESSENGER: Is there a problem with *quantifying* education that you don't find in, say, prison maintenance or highway construction, in terms of measuring the variables you want to reward?

WILLIAMSON: I don't believe there is a problem, but I readily confess other people think there is. It's not a problem for me.

MESSENGER: Have you seen the indicators proposed by the Texas Higher Education Coordinating Board that have come forward so far?

WILLIAMSON: I have.

MESSENGER: Do you generally approve of what they have done?

WILLIAMSON: I approve of them as a good first step.

MESSENGER: The process that one should follow to develop these things should be, then, *participatory*—where the people delivering the services come up with them? Or would it be imposed from above? From the Coordinating Board? By statute? . . . We're just trying to get a picture.

Ric Williamson

WILLIAMSON: As long as we're going to partially fund higher education the *process* and not the *consumer* or the *outcome* then we are almost required to let the definition process be participatory. If you don't have the buy-in of college presidents, board members, instructors, and even students, your chances of success are minimal. Now you will note that I said as long as you're going to even *partially* fund "*process*," then that's the way you have to do it. What we will ultimately do in Texas, and in fact what we will ultimately do in America, is less and less fund the *process* and the *institution* and more and more fund the customer and the outcome of what the institution does. It's very hard sometimes for elected officials, college officials, and teachers to grasp that notion, because most of us—including myself—are afflicted with the problem of living our lives today as we did yesterday. So it's very difficult for us to envision it.

MESSENGER: There have been a lot of attempts, historically speaking, to *rationalize* government. If one wanted to, one could be very cynical and say, "Well, it's just another hula hoop that's come along." What's going to make *this* different? You speak with some confidence that Texas and all America will go to this. Is it mere *necessity* that will bring it about?

WILLIAMSON: I'm glad you brought up the historical perspective.

MESSENGER: The Progressive Era, for instance, was a time when leaders tried to "manage" things efficiently.

WILLIAMSON: I believe we are at a unique point (in our history) for a couple of reasons. The United States of America did not have the premiere higher education network in the world prior to 1946. We actually had an average quality, limited-entry higher education system. The United States prior to 1930 had a two-generation run of economic stability. When the trade embargo of 1929 and the deflation of 1930 struck the national economy, these two generations of Americans were in leadership positions. They didn't know how to react, because they had never been through even a minor economic downturn. As a result, they got scared. They were seeing what was going on in Russia and Germany and they were frightened by the prospect of National Socialism and Communism. So America elected a President and a Congress who promised to use government to fix the economic problem, and that was probably a very rational decision—I don't question it. My grandfather, for example, voted for those men and women—and did so in good conscience.

Beginning in 1932, then, for a period of eight years, Congress and the President established a series of artificial anti-market mechanisms designed to bring those two generations back out of the economic crises. Those artificial mechanisms would have been dismantled, in my opinion, shortly into the forties, had World War II not happened. But World War II had the unplanned-for impact of protecting the American economy from those anti-market barriers that were erected. To make matters worse, in a sense, we totally dominated the world at the end of World War II. There was no global economy. A man or woman who seeks to understand how those forces impact us in 1992 has to go back and really study where the economy was in 1946 to comprehend how powerful we were. We had direct control of over 85% of the world's known gold. We had the only standing manufacturing system. Our social infrastructure was totally intact. Of the major combatants, we lost by far the smallest percentage of our workforce and leadership core. That wealth allowed us to put off dealing with the anti-market barriers the federal government erected in the '30s. For almost 40 years we were able to ignore the anti-market mechanisms we put in place. Two more generations of Americans have been born and moved into the leadership core, and all they've known is that America was the only economy in the world.

I believe that individuals and cultures, groups and organizations always act in their own perceived self-interest. Any person or culture who found itself suddenly with all the marbles in town would behave as America has since 1946.

America built, for example, a world class higher education system. Everyone acknowledges it. I do business with a world of companies in the Pacific Rim. They all say the one advantage America has over them is a highly specialized world class higher education system. Then they say in the next breath: "But we will be competitive in a few years."

My observations about how we fund government, then, stem from my belief that we have *consumed* most of our wealth, but we still have the anti-market laws in place that prohibit us from making a rational reallocation of our ever-decreasing wealth. That, in turn, will result in our financing *mediocrity* for a period of time, until a new generation of Americans who didn't grow up with that wealth begins to take control, which I would suggest is happening now, beginning with people my age and younger as they come into colleges, the Legislature, city councils, school boards, etc., who understand that we don't have control of the world's wealth. This ultimately will produce the destruction of the anti-market barriers I spoke of earlier. Which will, in turn, pave the way for a different system of allocating resources.

The question then, for me, is to help define the best allocation system. And I believe the best allocation focuses on the consumer of a particular product and the value of what happens after that consumer and institution disengage. So when you say that I "speak with confidence," how *can* I, in the face of historical tendencies to the contrary, *not* finance performance? Marketplace mechanisms always, in the end, win. Marketplace forces always win. It takes time. Look at the Russian empire: Anyone with any economic sense could have predicted its collapse years ago.

MESSENGER: Recognizing your *global* view of (what has been labeled) the "rational actor" school of thought, how do you convince a typical Texas Legislator of all this? Normally he or she is, you know, servicing constituents. It's pork-barrel politics, buildings, and programs, etc.

WILLIAMSON: That's a good question, and it's a difficult question, because, actually, I won't be able to convince my colleagues. What I will be able to do is paint this picture for them, and then constituents will urge them toward the rational view. There's no reason for a Wilhelmina Delco in Austin or a David Cain in Dallas to accept my theory on its face and act accordingly. They may well accept this theory, but they won't act until those they represent urge them to it.

I would argue that it's happening now, because you've got the twin forces of, "Make government bigger," colliding directly with, "Quit taking more of my disposable income." That's what people are saying to all of us, from liberal Democrat to conservative Republican. The taxpayers we work for are clearly saying, "Quit borrowing money against my future and quit taking my disposable income." They wouldn't be saying that if their real wealth was increasing every year. It wasn't until we incurred our first federal negative cash flow in the late '70s to finance our current life-style that Americans began to hear the little drumbeat, way back in the back of their brains, that there was something wrong. And it got louder and louder, and it's now deafening. Those forces are colliding and, I believe, market forces dictate that rational allocation will win the argument over bigger government and more government.

MESSENGER: But it seems it would be completely "rational" for people in the Tyler community (to select a current example) to urge "downward expansion" [of the University of Texas at Tyler] there, whereas at the state level it would be highly *irrational* due to the cost. What's going to stop that way of thinking—of trying to get more than your share of the goodies for each district?

> “
> ***Marketplace mechanisms always, in the end, win. Marketplace forces always win.***
> ”

WILLIAMSON: As I said, it sometimes takes a long period of time for market forces to prevail. What will happen over time is that the House and Senate members representing the Tyler area will have to say to the taxpayers, "I had to take more of your disposable income in order to support this school you wanted." The taxpayer will in turn say, "We didn't want that. You've given us something we don't want." You owe it to yourself to hit the street and inquire of every man and woman, "Exactly how much of this government did you want?" And you'll be amazed at how much of it they never asked for, or they at least disclaim. Even the beneficiaries of government disclaim having asked for it. But they were perfectly willing to take the benefits of it, because they perceived that we were so wealthy it didn't matter.

But what public servants find so disquieting is to go out and ask people how they feel about the size of government and to find that most people will say, "I didn't ask for that. You gave it to me. And now I'm not willing to depart with more of my disposable income to continue it."

MESSENGER: Do you think it's proper in, say, a Tyler situation, for you to offer *your* opinion on the matter? Do you have a position on the "downward expansion" of UT-Tyler, for instance?

WILLIAMSON: Well, that links back to my belief that we should not be financing institutions and process, we should be financing the *customers* of higher education, and then let them decide if they want to buy the services of an expanded UT-Tyler. You see, this whole business of college expansion—of whether there should be a law school in South Texas, whether medical school enrollment should be limited—this whole business is anti-market. We should as a culture agree, "The value of a college education to us is, for example, $80,000. That's the value to us as a society. Now, we're willing to give any consumer of higher education $80,000, and they've got a certain amount of time to expend that money at whatever school they choose." And let the marketplace determine whether or not Tyler should expand.

When you continue to finance *process* and *institution*—in an era of limited wealth—you're guaranteeing mediocrity for everyone. It is inevitable. There is no way around it. Some higher education people say we're at a mediocre level of funding now. I don't judge that. I only observe that, in an era of limited wealth, if you don't change your organizational unit and your distribution system, you inevitably have mediocrity.

MESSENGER: The folks in South Texas are saying, "Well, Texas behaved *irrationally* all these years, now all of a sudden—when we want something—we're supposed to behave *rationally*, according to "market principles."

WILLIAMSON: I would argue that the best thing that could happen to the folks in South Texas is a market-based mechanism.

MESSENGER: Because they've got the numbers.

WILLIAMSON: Sure they do. In fact some of my close friends in the valley have come to the same conclusion. The best higher education system in Texas—for them—would be to immediately begin sending subsidies to high school graduates from McAllen, the greatest percentage of whom would stay home and build a great institution in McAllen. Now if you're Dr. Cunningham of the UT system or Dr. Mobley of A&M, you might take issue with that. But are you taking issue because you don't believe in the marketplace—and I happen to know both those men *do* believe in it—or because you know it means a slow, steady, and sure drop in your customer base?

MESSENGER: Some cynics might jump to the conclusion that "performance funding" is a smokescreen to cut the budget.

WILLIAMSON: A lot of people who want to see it *fail* say that. I do not.

MESSENGER: And yet it is an expedient that we've been forced to accept because of limited resources. Right?

WILLIAMSON: Forced to accept?

MESSENGER: Because of limited resources we are compelled to undergo a different kind of thinking.

WILLIAMSON: I don't know that I'm prepared to affirm your statement. I think I'm prepared to say that I felt the issue of "performance funding" had to be brought to the table because the era of limited wealth is coming. My belief is that market mechanisms were going to ultimately occur.

MESSENGER: It's a question of whether one is progressive or reactionary. Now, we *know* which side you'd like to think *you're* on, but among your colleagues it may be a different attitude. They might see this as, "Hey, here's a way we won't have to give out so much money to higher education."

WILLIAMSON: Well, as I said, those who would not like to see market mechanisms become the law of the land have chosen to say that. I would only opine that history is on my side. The market always wins.

MESSENGER: Whatever criteria is derived, it's always *possible* to stack the cards in favor of one particular category of people over another.

WILLIAMSON: Certainly. And that's why the best system you can get to is a system that totally ignores process, and instead totally focuses on the consumer of the service and, to a lesser degree, the outcome of the interaction between the institution and the student.

MESSENGER: Let us ask you a very specific question. Among the suggested criteria (from the perspective of a classroom instructor), grades of "W" don't get a "cookie" (as one observer put it). But you do get credit for an "F" or a "C" or "D" or whatever. Some instructors feel, particularly in dealing with at-risk students, that there may be a time when a "W" may be the best for a particular student, *for now*. Their concern is that administrators, as they scramble for dollars, will lean on them and hence affect the grading process.

WILLIAMSON: I have already voiced to the Coordinating Board my belief that, to the extent you can *identify* an at-risk student, that the "cookie" distribution for an at-risk student should be different. I believe most instructors have the integrity and the intellectual capability to identify high-risk and non-high-risk students. And I think we sometimes make things far more bureaucratic than they need to be.

MESSENGER: True, most of the time, within a few weeks—perhaps *days*—teachers can tell who's at risk. But the phenomenon we notice is that often a student will perform poorly on an entrance test, and yet perform very well in class—and *vice-versa*. (Frankly, it's often a matter of whether they study or not). Furthermore, how are you going to *measure* progress by students for whom "success" perhaps consists of completing only one or two courses?

WILLIAMSON: I have never argued for, nor will I ever argue for, sameness. There is probably a higher value added to a student who is taken from *zero* comprehension to *one*, than there is taking a student from *five* comprehension to *ten*. If you take someone from total ignorance to partial understanding, the value added to the economic strength of the country is greater. I have always argued that you can differentiate between those things. So I understand the concern you voice about at-risk students. My response is: If my daughter, who is an average student, can be defined successfully and advance *one* "cookie," and you bring a person to the table who is way below the comprehension level of my daughter and get that person moved a similar amount—that's worth *two* "cookies." It's okay with me.

MESSENGER: So what sort of measures are you talking about in terms of "success?"

WILLIAMSON: How do I measure success? Let me turn it around and ask how *you* measure it? How do you know when you're successful?

MESSENGER: Sometimes we don't. That's sort of the problem. Students tend to have such different goals than they used to—and they often *change* those goals.

WILLIAMSON: I agree. And I pose the question to set the stage for the next part of the discussion. In a wealthy society where participants think they need not be concerned about their wealth, the issue of measuring success and allocating resources is forgotten. It's only when wealth diminishes that we begin to realize that we cannot survive if we do not measure success and allocate resources accordingly.

You ask me how I would define success? I am not capable of defining success in your classroom. And I sort of suspect—really, no offense intended—that very few teachers are. Because they haven't had to. No one has required, for two generations, participants in our society to measure and value success. The challenge for all of us, as owners of this society, is to figure out how to measure success and how to allocate resources based on that measurement. And I'm here to tell you, eyeball to eyeball, it's the hardest thing we'll ever do. Because we don't have any basis from which to move. We don't know how to do it. But we don't have any choice.

MESSENGER: What's the alternative?

WILLIAMSON: Mediocrity. That's the alternative. And that's what concerns me more than anything else. I don't want to live in a mediocre economic system. I want to live in a system that treats men and women exactly equal, that treats Mexican-Americans and African-Americans and Irish-Americans and French-Americans exactly equal, that allows each individual to extract from society according to what he or she can produce. That's the kind of society I want to be in.

MESSENGER: A lot of students aren't *prepared* to contribute a great deal right now.

WILLIAMSON: I agree. Our challenge is to allocate our resources rationally to get them to the point where they can.

MESSENGER: As a Legislator, in your estimation, what should educators be doing?

WILLIAMSON: I would instantly say that I don't think we need to be defining what you do in your classroom. I think we should be defining what was an economically successful experience for the consumer in your classroom. And then we should be defining the value of that to us as an economic culture. Now, there's an easier way to get to this. And it's certainly the purest market approach: simply to ration higher education dollars directly to the consumer. Over time, if you believe in market mechanisms, the measurement system will develop itself. And it *will* take time, no question. But if we were to say on Sept. 1, "We are no longer going to send 'X' Community College 'X' amount of dollars times the contact hours they turn into the state auditor," but instead said, "Every Texan who walks through the doors has $80,000 to spend in, say, a ten-year period, seeking educational improvement—and that's it."

Then the market *over time* would force each of us to define "success" and measure it in such a way as to be a rational equation. And all of us would benefit from that. And that's really, probably, where we ought to be. "Performance funding" was only a first step at getting this kind of thinking on the table. One of the things I hear from my community college instructors is how underpaid they are. I happen to agree with that. But I would argue that college instructors (particularly classroom instructors, as opposed to researchers) are underpaid *precisely* because the marketplace isn't allowed to work. It seems to me a good calculus teacher—and to understand technology, you have to understand calculus—educating 100 students a year must be worth $100,000 a year, or more.

MESSENGER: What about a music teacher?

WILLIAMSON: I think there is value in music. I think society places value on extra-curricular activities. It must place a value on football; we spend a lot of money consuming that service every year. How do I measure success in music? I say, again, I'm not capable of measuring that success. I'm not capable of beating the marketplace. I don't think anyone is capable of beating the marketplace.

MESSENGER: In a consumer society, though, where people choose what's in their own perceived interest, who is to say culturally "valuable" choices will be made? Calculus is obvious because it presumably has direct economic benefits, but what about history, Shakespeare, and so forth? These are things our culture says are worthy, but, in a cafeteria-style menu selection, where's the "economic" payoff? How would the marketplace take care of that?

WILLIAMSON: First of all, I want to be quick to point out that I don't agree with your presumption that music and the classics are not measurable economically. In fact I think there is a lot of economic strength gained from cultural maturity. I think that people who have an appreciation for their culture are driven to be productive in order to defend that culture. Thinking back, my classics professors certainly contributed as much to my economic well-being as my accounting professors. Most of our discussion today has its beginnings, for me, in my study of the classics. The marketplace has been around since Adam had to make choices in the Garden of Eden. He acted in his own *perceived* self interest.

MESSENGER: Incorrectly.

WILLIAMSON: Incorrectly.

MESSENGER: To shift gears slightly, you are regarded as something of an expert in the field of technology. As you project forward, what kind of tack, or strategy, should higher education take to get ready for the "high-tech" society?

WILLIAMSON: One of the fallacies is the notion that computer technology is able to improve all aspects of education, or of the learning experience. Unfortunately, this is most often repeated by people who don't *understand* computer technology. Technology is a term used to describe new tools. For example, when the first Middle-Eastern tribe figured out how to make steel, that was a technological improvement. Computer technology offers gains in efficiency and effectiveness in certain areas of education, and not in others. There is no way to gain an understanding of the classics that you don't gain by *reading the damn book*. Because that's what it takes—unless you have the unfortunate circumstance of being blind, where technology might allow one to have access other ways—technology is probably not going to improve much on how most people study the classics or music theory.

> **"*I want to live in a system that allows each individual to extract from society according to what he or she can produce*"**

Where it *will* help you—and I think it's predominately in undergraduate courses—is in terms of *computation*. It empowers the individual to learn at his or her own pace. It's been proven time and time again in the public schools that any group of thirty kids, sitting in front of their individual work station, can better teach themselves how to read and write at their own pace than the best classroom instructor can teach those same thirty kids. That's a clear example of how computer technology would prepare the "at risk" student going into a community college class, to absorb better the knowledge the college instructor intends to transmit to them at a different point in time in their aging cycle, for example.

But for anyone to assume that college and universities have to adopt a pure technical approach to *all* course study—and that the taxpayers would benefit from that—is false. I realize there are some things for which computer technology is not an "efficiency-and-effectiveness" tool.

MESSENGER: Most of our members—over 6,000 of them—perhaps haven't yet grasped the gravity of the forthcoming session of the Legislature. Some of them might subject "performance funding" to a kind of scratch-and-sniff test and say: "I'm against it." Others might think it sounds pretty good. What should an instructor, for instance, do in their respective Legislative districts to help bring about positive changes, besides writing letters, making calls, etc.

WILLIAMSON: A conclusion I just recently reached is: You have to first comprehend why market mechanisms benefit us all as a society, before you can begin to advocate either *for* or *against* a different higher education funding approach. One of the problems this effort faces is that, to repeat, we have two generations of leaders who haven't had to study market mechanisms. Without that knowledge, you can't get up the first flight of stairs.

MESSENGER: "Market mechanisms" will flash with some people to an America in, say, the 1880s. It very much depended upon who you were, whether it was successful or not. It was a very harsh and cruel time for many people.

WILLIAMSON: It was only harsh and cruel in comparison to the life we live today. From the Civil War to the mid 1920s there was not a severe national economic crisis. There were runs on banks, cash-flow shortages, but because America was so market-oriented, the crises lasted very little time.

MESSENGER: They called them "panics."

WILLIAMSON: Correct. And the thing I find disturbing, is that my generation doesn't comprehend. . . . that when the marketplace is left to work, it works better for everyone—it just does. It is the most efficient, effective, realistic, and compassionate allocation of resources available—it's just that none of us has ever lived with it, so we can't believe it. And my fear is that we will continue to live with what we have until we no longer have a culture worth defending.

MESSENGER: You said earlier that the market mechanisms developed so far, by the Texas community college presidents and others, are a good "first step." Some teachers look at these guidelines and say, "This is just another level of bureaucracy." Assuming the *best* in your suggestions, where do we go?

WILLIAMSON: The truth is, I don't know. I don't want to fabricate anything. My sense is that higher education people, when they come to accept the fact that market mechanisms are good and important, will themselves develop the next step, and then suggest it to the Legislature. You are, after all, very influential in the government. People listen to you a lot. My sense is that the facilitators will come forward, and say, "Okay, if we are, indeed, moving toward a 'rational actor' mode, here's our suggestion as to how to get there." And I suspect the Legislature will follow those suggestions. When I started down this road, I did not have a road map; I just know that I feel comfortable inside that this is what Texas and America must do in order to survive.

PERFORMANCE FUNDING

AND

PERFORMANCE VALUES

JACK H. PRICE
WESTERN TEXAS COLLEGE

> "We are more concerned with the qualitative transformation of our students than their quantitative output"

The prospect of any performance measurement is generally viewed by those who are to be evaluated with skepticism and distress. So it is with Texas community college teachers over the possible application of "performance funding" standards to their institutions and instruction. As community college teachers, we are more concerned with the qualitative transformation of our students than their quantitative output.

Problems with performance funding are well documented, not the least of which is defining what will be measured. In this case, the intent is to circumscribe our work in the form of student and institutional outcomes. This plan may seem rational and achievable, but it discounts the real purpose of our teaching, of "what really is taught and what really is learned" in classrooms. Even we as teachers, preoccupied with our duties, may fail to deal consistently with this issue.

Those concerned with our accountability also fail to distinguish between what we do as teachers and what they perceive we do. I do not suggest that our observers consider us unproductive, ineffective, or inferior as teaching professionals. But they should examine how we teach rather than what may be revealed by institutional outcomes. Such an examination should include values, a popular subject nowadays. I am not speaking of family or social values *a la* Murphy Brown and Vice President Quayle. Rather, I am thinking of virtues, immeasurable, but present in teaching and learning. For me these virtues include qualities that help students understand the purpose of learning, help them make connections among fields of knowledge, and help them in the lifelong process of self-discovery. I term them virtues in the sense that they encourage learning as self-discipline and not as something imposed and measured by an agency.

How well we define the purpose of education for students is hardly quantifiable, but defining is one of our fundamental responsibilities and contributions to learning. I am surely not the only teacher who has wondered why uninterested students are in my classroom. Often the answer is based on what they believe others expect of them rather than what they are motivated to do on their own. Unfortunately, well-intentioned parents and social pressures are strong influences on students who lack definition and purpose.

Our observers may also presume that purpose is somehow "naturally" accounted for by an assembly of learners and a coherent arrangement of courses. But education requires more. It demands the teacher's effort to instill inspiration and idealism in students to assure that their commitment to learning transcends Woody Allen's comment that "90% of life is just showing up." Defining and giving substance to educational purpose is a teaching responsibility, and it should not be neglected in favor of making education more quantifiable for the sake of accountability. In short, evaluations of institutional effectiveness should recognize that student understanding of the use of knowledge is as important as the knowledge itself. This recognition may spur self-motivation that is lacking when purpose has been defined for students.

When teachers show relationships between their own discipline and others, they remove barriers to understanding. They make connections. This function too is immeasurable and also at the core of effective teaching. In my own area of management development, the character and content of textbooks and other "pedagogical aids" exist, isolated, in a universe of their own. Surely I am not alone in this circumstance. "Autocratic" management style, for example, it is a subject defined within managerial theory and behavior. Students compelled to learn within these narrow limits absorb only a non-connective view. Thus instructed, students lose the opportunity to understand the universality of issues and the contributions of other disciplines that may reflect richer examples.

In the case of "autocratic" management, the example may be less a case study of Frank Lorenzo and Eastern Airlines and more a selective reading of Captain Queeg and *The Caine Mutiny Court Martial*. All disciplines are connected; these connections offer varieties of understanding. Our role in effective teaching involves moving away from one-dimensional views of our disciplines, finding connections, and passing them on to students. Students will profit from understanding relationships in a more universal and challenging sense.

This responsibility suggests something more than applying a teaching method, however. It also requires recognition of the fact that education without teaching and without broad application is worthless. Thus, making connections brings into focus another immeasurable characteristic of our profession and another way it needs to be understood by anyone concerned with community college education.

A third teaching value, enabling students to discover the rewards of discipline and hard work, is less concerned with positive reinforcement than with asserting that many students want things cheaply and that teachers have to respond to this fact. Recently, I was explaining to one of my classes reasons for some curriculum revisions in our Management Development Program. Noting that I was interested in adding value to their education, I pointed out that mere evidence of education could be acquired by a mail-order degree—to which one student replied, "Now you tell us!" This statement caused me to ask myself whether education can exist without challenge or effort. My experience suggests that it cannot and that there is something valuable in the struggle.

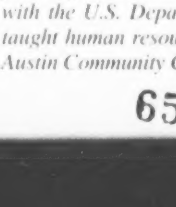
In recalling, for example, that analytic geometry was a "no substitutes, please" aspect of my own degree plan, I admit to both relief and immediate loss of content upon completing that course. But the memory of the experience remains as does the effort of an aging math teacher at Texas A&M who did his best to reveal to me the mysteries of sines, cosines, and tangents. Recounting a miserable experience has less to do with the effort expended than with the fact that I completed with distinction what was for me a most dreaded and difficult learning experience. Though I don't think I have used analytical geometry since about December 1962, I have encountered many times since then, the positive feelings of self-confidence and accomplishment from that struggle.

My point is that our observers need to realize that the effectiveness of our institutions is not dictated by simply how many students complete a course of study or acquire an educational credential or even by the direct application of knowledge our students may gain in a classroom. Rather, the future success of our students will be marked by the conflict of passions similar to those involved in mastering a difficult course. And these successes will also depend on overcoming apprehension and frustration and building self-confidence and esteem.

Students must surmount obstacles if they are to recognize a singular achievement as the basis for future victories. If we as teachers succumb to pressures to make things easier or simpler for students, we run the danger of taking away from them the value of adversity, the prospect of achievement, and the positive consequences of self-reward. We cannot quantify this, but we know it to be true.

I have presented here my observation of community college students in community college classrooms, and some of the values that teachers know must be present if that environment is to nurture learning. These values are not easily reflected in performance measurement. There may be a correlation in such quantification, but if educational performance is defined without a consideration of values, what education gives to society will be valueless. Few would disagree with me that it is easy to permit others to determine standards for our performance as educators and to adjust the content, fervency, and output of our instruction accordingly. But such protective behavior serves only our own interests and "what really is taught and what really is learned" in our classrooms will suffer for it.

> **"*When teachers show relationships between their own discipline and others, they remove barriers to understanding*"**



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TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

SURVEY OF FACULTY SALARIES — TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES — 1992–93

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

BASE SALARY — NINE-MONTH CONTRACT

COLLEGE DISTRICT	BEGINNING SALARY (First Year of Service — No "Step" Increases)								AFTER FIVE CONSECUTIVE YEARS (Sixth Year of Service)								AFTER TEN CONSECUTIVE YEARS (Eleventh Year of Service)								AFTER FIFTEEN CONSECUTIVE YEARS (Sixteenth Year of Service)								AFTER TWENTY CONSECUTIVE YEARS (Twenty-first Year of Service)							
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 37)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 44)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 47)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 48)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 26)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 31)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 34)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 34)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 23)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 28)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 32)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 32)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 23)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Degree)	Rank (1 to 28)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	Rank (1 to 32)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 32)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 22)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 27)	MASTER'S DEGREE PLUS 30 GRADUATE CREDIT HOURS	Rank (1 to 32)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	**Rank (1 to 32)**
Alamo Community College District	24,519	13	24,519	17	26,408	17	31,409	8	26,769*	11	26,769*	15	28,938*	14	34,088*	10	28,980*	8	28,980*	14	31,428*	15	36,727*	12	31,192*	9	31,192*	13	36,043*	12	39,365*	14	33,403*	8	33,403*	10	38,608*	9	42,003*	**14**
Alvin Community College	24,768	11	22,255	35	24,768	37	29,085	31	28,712	5	25,800	21	28,712	16	33,718	13	33,284	4	29,909	6	33,284	6	39,089	5	36,028	3	32,374	7	38,012	4	42,311	5	—		—		40,105	5	42,311	**11**
Amarillo College	—		23,277	27	25,242	32	30,407	19	—		24,425*	26	26,390*	30	31,555*	28	—		27,152*	21	29,260*	24	34,425*	24	—		28,615*	19	33,214*	25	37,295*	23	—		28,615*	19	34,246*	23	40,165*	**22**
Angelina College	—		—		26,514	15	30,714	12	—		—		29,214	12	33,414	14	—		—		31,914	12	36,114	17	—		—		35,274	15	38,814	16	—		—		35,274	20	41,514	**16**
Austin Community College	25,415	7	25,415	9	25,415	29	26,990	42	25,415	17	26,076	20	26,076	31	29,431	31	27,398	14	29,381	11	29,381	23	33,626	28	30,703	10	32,686	6	34,466	16	38,711	17	34,008	7	35,991	5	37,771	12	42,016	**13**
Bee County College	18,406	35	20,809	41	25,270	31	30,796	11	19,824	26	22,228	31	26,689	28	32,214	25	22,139	23	24,543	27	29,044	26	34,571	22	24,439	23	26,842	25	33,262	24	36,939	25	26,739	20	29,142	18	35,630	19	39,308	**24**
Blinn College			22,063	37	27,443	10	31,539	7	—		23,313	29	28,693	17	32,789	18	—		24,563	26	29,943	21	34,039	26	—		25,813	26	31,193	30	35,289	29	—		27,063	23	32,443	28	36,539	**30**
Brazosport College	25,000	9	25,000	12	25,000	34	25,000	47	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Central Texas College	20,800	33	23,000	28	26,200	22	28,400	38	22,800	25	25,500	23	29,200	13	32,400	23	24,800	22	28,000	17	32,200	11	36,400	14	26,800	20	30,500	16	36,250	9	40,400	9	26,800	19	32,500	12	38,850	8	43,600	**9**
Cisco Junior College			21,628	38	22,280	46	25,539	45	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Clarendon College	—		22,400	34	26,400	18	28,400	38	—		23,400	28	27,400	25	29,400	32	—		24,400	28	28,400	29	30,400	32	—		24,400	28	30,400	32	31,400	32	—		24,400	27	30,400	32	31,400	**32**
College of the Mainland			—		26,214	20	30,689	14	—		—		28,835	15	33,758	12	—		—		31,457	13	36,827	11	—		—		34,078	17	39,896	11	—		—		36,700	15	42,965	**10**
Collin County Community College	25,000	9	25,000	12	25,000	34	28,000	40	30,552	3	30,552	3	30,552	8	33,372	15	College opened in 1985								College opened in 1985								College opened in 1985							
Cooke County College	20,800	33	20,800	42	22,300	45	24,300	48	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Dallas County Community College	—		—		29,000	1	34,040	2	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Del Mar College	26,125	6	26,125	6	27,945	6	32,585	5	28,625*	6	28,625*	5	30,440*	9	35,085*	6	31,125*	5	31,125*	5	32,945*	8	37,585*	9	32,125*	6	32,125*	9	33,945*	19	38,585*	18	32,125*	9	32,125*	13	33,945*	26	38,585*	**25**
El Paso Community College	23,522	21	24,137	23	25,619	25	29,508	28	26,034	14	26,716	16	28,355	21	32,658	19	28,814	9	29,567	8	31,381	16	36,148	16	31,892	7	32,724	5	36,460	7	40,009	10	35,296	4	36,219	3	40,353	4	44,281	**5**
Frank Phillips College	21,000	31	22,500	32	25,000	34	28,500	36	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Galveston College	21,715	28	24,240	22	26,765	13	30,300	20	25,334	18	26,781	14	30,572	7	33,791	11	27,144	17	28,694	15	32,753	9	36,549	13	28,953	15	30,607	15	35,317	14	38,986	15	30,763	12	32,520	11	37,603	14	41,423	**17**
Grayson County College	25,013	8	25,013	11	25,513	26	29,291	29	27,216	7	27,216	7	27,716	23	31,867	27	29,475	6	29,475	10	29,975	20	34,720	21	32,159	5	32,159	8	35,327	13	38,512	19	34,188	5	34,188	7	37,794	11	41,320	**18**
Hill College	24,045	18	24,045	25	25,279	30	30,211	23	27,128	8	27,128	9	28,361	20	33,294	16	—		—		31,444	14	36,376	15	—		—		33,910	20	39,459	13	—		—		33,910	27	41,925	**15**
Houston Community College	—		24,786	18	28,080	5	31,338	9	—		27,171	8	30,699	5	34,191	9	—		31,716	4	35,784	2	39,870	3	—		36,018	3	40,662	2	45,306	1	—		36,018	4	40,662	3	45,306	**4**
Howard College	22,496	26	22,496	33	24,412	39	29,521	26	24,981	19	24,981	24	26,897	26	32,006	26	27,466	13	27,466	19	29,382	22	34,490	23	27,466	17	27,466	21	33,569	22	36,975	24	27,466	16	27,466	21	34,066	25	39,460	**23**
Kilgore College	22,481	27	24,281	21	25,481	28	29,081	32	24,831	21	26,631	17	27,831	22	31,431	29	27,181	16	28,981	13	30,181	19	33,781	27	29,531	12	31,331	12	33,731	21	36,131	27	31,881	10	33,681	9	36,081	18	38,481	**26**
Laredo Junior College	22,797	23	22,797	29	24,735	38	28,968	33	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Lee College	26,822	3	26,822	3	28,816	2	32,947	3	30,529	4	30,529	4	31,671	2	35,802	5	33,453	3	33,453	3	34,734	3	38,865	6	36,655	2	36,655	2	39,816	3	42,065	6	40,068	2	40,068	2	42,743	2	45,622	**2**
McLennan Community College	23,953	19	23,953	26	27,127	11	32,892	4	27,108	9	27,108	10	30,282	10	36,047	4	27,739	12	27,739	18	30,913	17	39,202	4	27,739	16	27,739	20	36,397	8	42,357	4	27,739	15	27,739	20	36,397	17	44,250	**6**
Midland College	—		—		27,819	7	31,062	10	—		—		30,188	11	34,214	8	—		—		32,575	10	37,397	10	—		—		36,202	11	40,579	8	—		—		38,589	10	43,762	**8**
Navarro College	18,404	36	20,763	43	25,482	27	28,785	35	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
North Harris Montgomery Comm. Coll	26,546	4	26,546	4	26,546	14	30,446	18	33,003	1	33,003	1	33,003	1	37,305	1	36,725	1	36,725	1	36,725	1	41,027	1	40,448	1	40,448	1	42,415	1	44,750	3	41,193	1	41,193	1	43,158	1	45,494	**3**
Northeast Texas Community College	24,763	12	24,763	16	26,196	23	30,212	22	27,058	10	27,058	12	28,491	18	32,507	20	College opened in 1985								College opened in 1985								College opened in 1985							
Odessa College	28,573	1	28,573	1	28,573	3	32,222	6	30,840	2	30,840	2	30,840	4	36,426	3	33,558	2	33,558	2	33,558	5	40,883	2	35,298	4	35,298	4	37,062	5	45,231	2	35,841	3	35,841	6	37,606	13	47,949	**1**
Panola College	22,600	25	22,600	31	23,300	43	28,500§	36	24,850	20	24,850	25	25,550	33	30,750§	30	27,000	18	27,100	22	27,000	31	33,000§	30	29,350	13	29,350	18	32,300§	26	35,250§	30	29,850	13	29,850	17	34,550§	22	37,500§	**29**
Paris Junior College	21,339	29	21,339	39	23,044	44	25,325	46	23,943	23	23,043	30	25,648	32	27,929	34	27,192	15	27,192	20	28,897	27	31,179	31	27,192	18	27,192	22	30,695	31	31,985	31	27,192	17	27,192	22	30,695	31	33,736	**31**
Ranger Junior College	18,000	37	20,000	44	21,000	47	26,000	43	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
San Jacinto College	26,284	5	26,284	5	26,509	16	29,509	27	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
South Plains College	24,400	15	24,400	19	26,208	21	28,790	34	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Southwest Texas Junior College			25,679	7	27,812	8	30,708	13	—		26,873	13	31,042	3	34,336	7	—		26,873	24	34,272◊	4	37,964◊	8	—		26,873	24	36,813◊	6	40,876◊	7	—		26,873	25	39,354◊	6	43,788◊	**7**
Tarrant County Junior College	27,500	2	27,500	2	27,500	9	30,500	16	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Temple Junior College	24,290	16	24,290	20	26,102	24	35,127	1	25,790	15	25,790	22	27,602	24	36,627	2	25,790	21	25,790	25	27,602	30	38,127	7	25,790	22	25,790	27	31,810	29	39,627	12	25,790	22	25,790	26	31,810	30	41,127	**19**
Texarkana College	23,316	22	24,880	14	26,218	19	30,236	21	25,550	16	27,107	11	28,448	19	32,464	21	28,001	11	29,564	9	30,905	18	34,920	20	29,340	14	30,905	14	33,471	23	36,259	26	29,340	14	31,573	16	34,809	21	37,596	**28**
Trinity Valley Community College	24,428	14	24,428	18	25,030	33	30,448	17	26,238	13	26,238	19	26,840	27	32,258	24	28,048	10	28,048	16	28,650	28	34,068	25	29,858	11	29,858	17	32,266	27	35,878	28	31,668	11	31,668	15	34,076	24	37,688	**27**
Tyler Junior College	21,000	31	21,000	40	21,000	47	25,800	44	23,760	24	23,760	27	23,760	34	29,191	33	26,883	19	26,883	23	26,883	32	33,028	29	26,883	19	26,883	23	31,933	28	37,368	22	26,883	18	26,883	24	31,933	29	42,279	**12**
Vernon Regional Junior College	21,177	30	22,085	36	23,598	42	27,711	41	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
The Victoria College	22,718	24	25,558	8	28,398	4	30,102	24	24,474	22	27,533	6	30,593	6	32,428	22	26,366	20	29,661	7	32,957	7	34,934	19	26,366	21	31,954	10	36,214	10	37,634	21	26,366	21	31,954	14	39,013	7	40,543	**21**
Weatherford College	23,727	20	25,146	10	26,951	12	29,788	25	College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule								College does not use a salary schedule							
Western Texas College	—		22,700	30	23,957	41	29,243	30	Salary increases are not automatic								Salary increases are not automatic								Salary increases are not automatic								Salary increases are not automatic							
Wharton County Junior College	24,050	17	24,050	24	24,050	40	30,550	15	26,550†	12	26,550†	18	26,550†	29	33,050†	17	29,050†	7	29,050†	12	29,050†	25	35,550†	18	31,550†	8	31,550†	11	34,050†	18	38,050†	20	34,050†	6	34,050†	8	36,550†	16	40,550†	**20**
AVERAGE SALARY	*23,454*		*23,862*		*25,698*		*29,615*		*26,458*		*26,568*		*28,591*		*32,994*		*28,592*		*28,771*		*31,090*		*35,996*		*30,337*		*30,548*		*34,892*		*38,822*		*31,302*		*31,630*		*36,429*		*41,078*	
MEDIAN SALARY	*23,953*		*24,189*		*26,102*		*29,945*		*26,136*		*26,716*		*28,592*		*32,920*		*27,739*		*28,837*		*31,147*		*36,131*		*29,531*		*30,756*		*34,272*		*38,763*		*31,216*		*31,954*		*36,474*		*41,469*	

NOTES: * Reported salaries do not include compensation for advancement in academic ranking: Alamo Community College District ($537 for Assistant Professor, $1,074 for Associate Professor, and $1,611 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,800 for Assistant Professor, $4,200 for Associate Professor, and $8,200 for Professor).

§ Panola College: Assumes graduate hours above Master's degree were earned since June 1, 1986.

◊ Southwest Texas Junior College: Assumes six graduate credit hours earned during past five years.

† Wharton County Junior College: Reported salaries do not include cost-of-living increases which were granted but not made a part of the salary schedule.

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AN UNFAMILIAR MINORITY: VIETNAM VETERANS ON CAMPUS

DAVID DRAKE
HOWARD COLLEGE

Editor's Note: Unlike veterans of previous American conflicts, Vietnam veterans returned to society separated from others not only by their knowledge of combat but often isolated by their country's ambiguous and even hostile feelings toward them. In this personal perspective, David Drake argues that as educators we may be as guilty as our students of misunderstanding the Vietnam veteran. He believes we have a responsibility today to expose the myths of the Vietnam experience and to explore with our students why, all these years later, that experience continues to have a persistent effect on the American psyche.

Some years ago, I interviewed for a position with a major Texas metropolitan community college district. My interviewer, a young and newly-appointed dean, noted from my résumé that I had served in the armed forces. I generally include my military service on my résumé simply to explain where those three years of my life went; otherwise it is irrelevant to my credentials. The young woman was curious, however, and asked if I had served in Vietnam. When I replied that I had, her eyes widened and with mouth agape in wonder, she said, "And you're still all right!" She then launched into an extended monologue about a movie she had recently seen featuring a drug-addicted, uncontrollably violent Vietnam veteran. How nice it was, she gushed, that I hadn't ended up like that. I suppose I should have told her I was offended by her remarks, as in fact I was, but instead I smiled weakly and let them pass.

The dean did not intend to insult me; quite the contrary. In her mind she was extolling me for not having turned out like the rest of those poor guys. Her attitude, familiar to me by then, undoubtedly resulted from a lack of any genuine contact with the war or its veterans.

Vietnam veterans have been rare in academe, whether as students or professors. I believe our under-representation can be attributed to three factors. First, during the early stages of the war, enrollment in graduate school provided one a deferment from the draft. Although this means of deferment was later lifted, it probably served as the primary incentive for more than a few academic careers while simultaneously keeping the scholars out of Southeast Asia. Second, the selective nature of the draft ensured that the majority of soldiers were drawn from working-class neighborhoods where the notion of attending college was anomalous at best. Minorities, traditionally lagging in college attendance, were drafted and served in Vietnam in numbers disproportionate to whites. Finally, the G.I. Bill that brought millions of World War II veterans to college classrooms had been, by the time of the Vietnam conflict, severely reduced in the scope and nature of its benefits. As a percentage of all who served, far fewer Vietnam veterans attended college than their counterparts of World War II, resulting in a dearth of such individuals on either side of the lectern.

When I left Vietnam and the military in 1970, I enrolled in my local community college almost immediately. The transition was at times uncomfortable; although I was only a few years older than most of the younger students, I often felt as distant from them as an octogenarian. They seemed to me extremely naive and somewhat spoiled; for their part, they probably perceived me as aloof and taciturn. It was difficult to make friends at school. In those years, of course, awareness of the war was omnipresent on college campuses, even the relatively complacent ones in Texas. Classroom discussions frequently swung around to the subject, as did hallway conversations. I soon learned not to bring up my service, as the mention of it inevitably caused awkward silences. Even worse, I might be pelted with questions such as how many confirmed kills had I registered, had I used heroin, or how could I justify participating in an immoral war. I was more bewildered than angered by such questions, not knowing then that most of them were motivated by adolescent curiosity rather than moral resentment. I grew particularly tired of what I called the Island Question. Among Texas college students there was an incredible myth, which I was often asked to confirm, that a large number of soldiers in Vietnam had contracted an incurable venereal disease that caused irreversible insanity. The victims of the disease, so the story went, had been quarantined on an island off Vietnam to spend the rest of their days in frothing madness, while they were reported to their families as missing in action. Don't laugh; this story was widely believed in a time when the government routinely lied about the war.

Like most Vietnam veterans, I felt then and now that the war was a misguided and incompetently managed effort. While most of us served out of some vague sense of obligation, we could take little pride in our service and were often embarrassed by it in the anti-military environment of the college or university. Early in my freshman year, I stopped trying to make the point that I, too, was against the war, all the more so because of my firsthand experience with it. I would sit silently during classroom debates about the war, not wishing to be miscast in the role of apologist simply on the basis of my service.

The draft still loomed threateningly for male students then. I was often present during or overheard arguments over the best way to avoid conscription and extend one's deferment. "If you tell them you wet the bed," one fellow offered, "they won't draft you." Another said that if you drank liquid soap just prior to your examination, you would flunk the physical. I was always more amused than offended by this type of talk and had visions of rows

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of reluctant inductees with soap-filled stomachs retching bubbles like Lawrence Welk's machine. Even today, I occasionally hear some of my colleagues swap humorous stories about how they managed to avoid service. I still find such stories amusing and I do not, as many of them assume, resent their lack of service, but I sense that they are uncomfortable with my having served.

If there is any predominant sentiment that has been evoked over the years by my being a Vietnam veteran in academe, it is indeed the sense of unease it seems to cause others, not me. I'm not sure why this is so, but I suspect it has to do with guilt feelings on the part of those who did not serve, however sincere they may have been in their opposition to the war. Christopher Buckley addressed this point in his essay "Viet Guilt." When he was of draft age and the conflict in Vietnam was at its height, Buckley deliberately and successfully flunked his Army physical. Afterwards he celebrated with friends on campus. Twelve years later he visited the Vietnam Veterans Memorial in Washington, D.C., and was moved by the sight of a middle-aged Marine weeping before the etched names of the dead. Buckley's guilt surfaced and he immediately left the grounds, feeling himself an intruder.

That experience led Buckley to write his essay, in which he notes that during the period between the signing of the Gulf of Tonkin Resolution on August 7, 1974, and April 30, 1975, the day Saigon fell to the Communists, 53 million Americans came of drafting age. Of those, 11 million served. Fewer than 3 million went to Indochina. According to his research, that left 42 million Americans who didn't serve. More than 16 million men were deferred, exempted, disqualified, or evaded the draft. Buckley's conclusion was that 80 percent of the Vietnam generation did not participate in the "dominant event of their time."

I have no figures to support this, but based on my own experience I believe that in academe that figure of 80 percent would approach or even exceed 90 to 95 percent. For those of my generation who chose academic careers, it seems, the overwhelming majority had no personal connection with Vietnam. As I stated earlier, in no way do I resent anyone's lack of service, nor do I exonerate myself for having served. I am bothered instead by a larger issue.

Under-representation inevitably leads to a lack of understanding, just as unfamiliarity fosters a lack of empathy for the persons or group unknown to the beholder. Vietnam veterans in academe are at least twice removed from the mainstream by virtue of their small numbers and for having participated in an event that was overwhelmingly unpopular among the vast majority of their peers.

Colleges and universities, by design or default, are our traditional custodians of culture, whatever that might mean. If we are charged with protecting the truth, it follows that we must aggressively refute misinformation. This obviously includes the denial of stereotypes as demeaning, discrediting, and inaccurate. Yet I find that the conventional myths about Vietnam veterans persist as vigorously in academic circles as on the small and large screens. I have to believe that this is because higher education hardly knows us; there are so few of us here.

If our numbers were greater in the classrooms and administrative offices, you would know us better. You would appreciate our ordinariness and our lack of anger. Most importantly, in revising your own view of us you could help us repudiate the stereotypes that still abound among your students, a generation raised on Rambo.

Over the years, I have occasionally been invited as a guest speaker before students whose only concepts of the Vietnam conflict and its veterans have been derived from incredibly inaccurate and exploitative movies and television programs. I generally accept these invitations, hoping that if I can't dispel the negative images, I can at least confuse them. It seems to work. The students are genuinely puzzled by how little the bland, balding librarian before them resembles the Vietnam veterans they have seen portrayed in the popular culture. Questions, when they come at all, typically dwell on atrocities or drug usage, just as they did twenty years ago. They always seem disappointed that I downplay the importance of such things and refuse to be explicit about them.

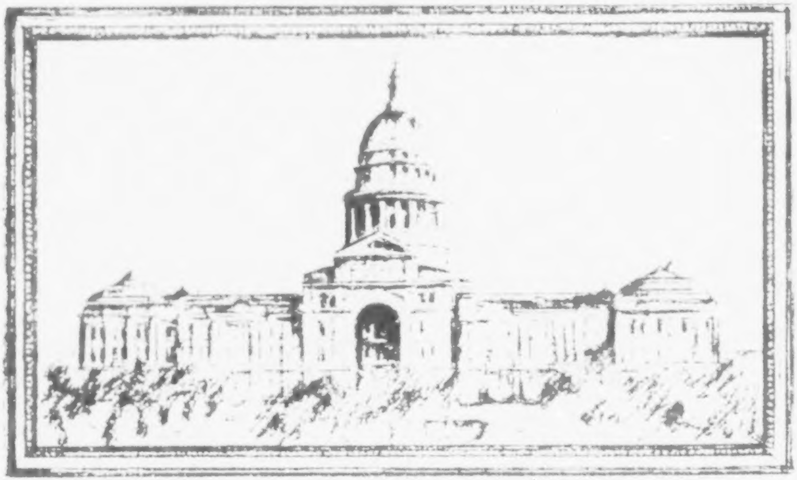
Since all Vietnam vets have passed or are soon to pass our fortieth year, our numbers in academe will not grow. The paucity of jobs in the teaching and administrative ranks virtually excludes any middle-aged beginners from entering the profession. On the student side of the lectern, Vietnam veterans have become rare due to expired G.I. benefits and the passage of time. With so few opportunities to meet, I would ask that you know us for what we are, as well as for what we are not. We are as conventional and unconventional as you are; we seek the same ends in our personal and professional lives as you do. We are not disturbed or bitter in any greater measure than the general population, on or off campus. It is not our wish to be patronized, nor do we expect (or appreciate) belated laurels.

Some (mostly non-veterans) believe that the recent Desert Storm victory prompted a national mood of patriotism and largely healed the wounds of the Vietnam war, *i.e.*, our triumph in Iraq led us as a country to full appreciation of our veterans, past and present. While I do not wish to seem a whining ingrate, I have not found this to be so; instead I feel that Desert Storm provided a quick, easy means of expunging our national guilt about the Vietnam quagmire without the associated emotional costs. As a nation, we would like to think that our support of Desert Storm and its veterans compensates for the years of apathy, ignorance, and occasional overt hostility toward our Vietnam veterans. As Hemingway noted, "Isn't it pretty to think so?"

As members of an invisible minority, Vietnam veterans in higher education parallel other minorities in our goal to be unconditionally accepted on merit alone without the stigma of stereotype. As with other minorities, we will probably not see full realization of this goal in our lifetime. Unlike other minorities, when our generation dies, there will be no more of us.

"Under-representation inevitably leads to a lack of understanding"

Mr. Drake has been Director of Learning Resources for the Howard County Junior College District since 1991 and has held similar positions at Midland College, McLennan Community College, and an appointment as Assistant Dean of Instruction at Ranger Junior College. He holds the Bachelor of Arts and Master of Library Science degrees from the University of North Texas. He served in Vietnam with U.S. Navy mobile riverine forces in 1969–70. Mr. Drake has published in a number of national and state journals and is currently completing a book on the library profession.



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660

LEGISLATURE FACES HUGE BUDGET SHORTFALL

Lawmakers convening in Austin for the seventy-second session of the Texas Legislature face a record budget shortfall of as much as $5 billion for the coming biennium, which will require them to make difficult choices that are sure to have a major impact on higher education in Texas.

With much of the state budget already committed due to lawsuits, court orders, unfunded federal mandates, and constitutionally restricted funds, higher education represents the largest single item over which legislators may exercise direct budgetary control. Thus the pressure on lawmakers to decrease funding for higher education will be enormous.

All state agencies will share in the sacrifice, however. Agency heads have been advised by the Governor and leaders of the Legislature to prepare for hard times. Budget reductions of 2 to 10 percent have been predicted.

In the last biennium, which also faced a substantial budget shortfall, cost-saving measures were instituted and new sources of revenue were found. In all, more than $2 billion was either saved or raised by streamlining or consolidating state agencies, increasing agencies' efficiency of operations, raising taxes and fees, and starting a state lottery.

In the coming session of the Legislature these options will not be available. Both Gov. Ann Richards and Lt. Gov. Bob Bullock have dismissed the possibility of any new taxes, stressing instead that state agencies will be limited to available resources; and increasing the operating efficiency of state agencies can only be expected to save so much. Gov. Richards has recognized for some time that state government must "go far beyond where we can eliminate waste or fat. We may have to downsize state agencies, reduce responsibilities, and eliminate services."

The impact of the budget crisis will be particularly devastating to higher education. While the Coordinating Board expects costs at community junior colleges to increase 21.9% in the coming biennium, due to increased enrollment and inflation, these schools will be fortunate just to maintain their current level of funding. These cost increases anticipate no new programs and no expansion of existing programs. Thus, the "current services" budget—the cost of simply providing existing services to an increasing student population—is expected to be cut drastically.

State budget-cutting, then, will severely limit the ability of institutions to deliver the educational services to which Texans have grown accustomed. Nancy Atlas, chair of the Texas Higher Education Coordinating Board, has instructed college presidents to set priorities for the programs offered at their institutions as plans for downsizing or eliminating programs are being considered.

There is no magical solution to the fiscal troubles facing the state. The coming legislative session will demand good judgement, common sense, and extraordinary leadership from lawmakers. It will also require the responsible involvement of every educator in Texas to communicate to senators and representatives the importance of higher education to the future of Texas.

TJCTA State President Marilyn Lancaster has urged members to write their legislators and schedule meetings to discuss educators' interests as the regular session begins. "It is vitally important that your legislators understand that higher education has greatly improved the quality of life in Texas. To continue that mission we need their full support," Mrs. Lancaster said.

Performance Funding Debated

Recent plans to link some college appropriations to educational "outcomes," rather than the traditional "inputs" of student enrollment, are being discussed as the 1993 legislative session opens.

Lynn H. Leverty, chief higher education advisor to Gov. Richards, addressed "performance funding" and other issues at the TJCTA Annual Conference for Faculty Organization Leaders in Austin in the fall. Dr. Leverty noted that, while *leaders* in the House and Senate are well-informed of the proposal, it is unclear how much rank-and-file members have apprised themselves.

Currently, abundant confusion exists about the very *intent* of the proposed funding scheme. Is it, for instance, a potential "extra" reward grant to colleges demonstrating objective, measurable success...or a pretext for *rationing* in the face of deep budget cuts? Many skeptics are quick to jump to the latter conclusion, as the state confronts a major budget crisis in 1993.

Historically, interested Texans have observed other states to evaluate the merits of proposed educational "reforms." But so far, only Tennessee has implemented "performance-based" funding—with significant variations from the Texas proposals. *The Chronicle of Higher Education* reports that Ohio, Arizona, Florida, South Carolina, and Kentucky have initiated information-gathering "accountability" plans, perhaps setting the stage for such experiments.

Experts seem to agree that measuring "performance" would necessitate compiling a massive data base, requiring colleges to monitor students as they move through various programs and on to new, or enhanced, careers. Exact, valid calculations would presumably be at the heart of any such plan. But in Florida, the *Chronicle* reports, higher education officials say they cannot *afford* to produce the newly-required documentation. They are reluctant to spend an estimated $1.3 million for new computer software and survey forms, as library budgets and course offerings are slashed.

Surprisingly, many Texas legislators still fail to understand that today's "typical" student is not the classic 18-year-old who spends four years on the fast track to a permanent career. Characteristically, as educators know, community junior college students are "nontraditional." Any *valid* quantification of student progress must take this simple reality into account.

2-YEAR COLLEGES REPORT ENROLLMENT INCREASES

Texas public community junior college enrollments were up in the fall 1992 semester by 19,043 students, or 5.03 percent, over the preceding fall semester. Forty-two of the 49 public community junior college districts reported enrollment increases. Enrollments at the two independent junior colleges increased by 7.66 percent in 1992 over 1991. Texas State Technical College campuses reported an increase of 300 students, or 3.8 percent, over the fall 1991 semester.

These enrollment figures are based on the twelfth class day enrollments reported by colleges to the Texas Higher Education Coordinating Board.

Institution	*Fall 1991*	*Fall 1992*	*Change*	*Percent Change*
Texas Public Community Junior Colleges				
Alamo Comm. College Dist.	31,270	34,245	2,975	9.51
Palo Alto College	5,464	6,277	813	14.88
San Antonio College	19,962	21,263	1,301	6.52
St. Philip's College	5,844	6,705	861	14.73
Alvin Community College	3,912	4,105	193	4.93
Amarillo College	6,494	6,540	46	0.71
Angelina College	3,084	3,399	315	10.21
Austin Community College	23,048	25,052	2,004	8.69
Bee County College	2,267	2,384	117	5.16
Blinn College	7,290	8,106	816	11.19
Brazosport College	3,575	3,374	−201	−5.62
Central Texas College	5,166	6,743	1,577	30.53
Cisco Junior College	2,362	2,565	203	8.59
Clarendon College	671	773	102	15.20
College of the Mainland	3,685	3,888	203	5.51
Collin Co. Comm. College	9,636	9,590	−46	−0.48
Cooke County College	3,372	4,063	691	20.49
Dallas Co. Comm. College	54,210	55,416	1,206	2.22
Brookhaven College	8,620	9,049	429	4.98
Cedar Valley College	3,358	3,275	−83	−2.47
Eastfield College	9,807	10,088	281	2.87
El Centro College	6,501	6,382	−119	−1.83
Mountain View College	6,576	6,558	−18	−0.27
North Lake College	6,330	6,835	505	7.98
Richland College	13,018	13,229	211	1.62
Del Mar College	10,987	11,647	660	6.01
El Paso Community College	16,864	18,480	1,616	9.58
Frank Phillips College	967	1,028	61	6.31
Galveston College	2,118	2,331	213	10.06
Grayson County College	3,190	3,311	121	3.79
Hill College	1,755	2,089	334	19.03
Houston Community College	31,040	31,272	232	0.75
Howard College District	2,384	2,403	19	0.80
Howard College	2,283	2,308	25	1.10
S'west. Coll. Inst. for Deaf	101	95	−6	−5.94
Kilgore College	4,422	4,542	120	2.71
Laredo Junior College	5,336	5,948	612	11.47
Lee College	5,665	5,532	−133	−2.35
McLennan Comm. College	5,699	6,051	352	6.18
Midland College	4,151	4,107	−44	−1.06
Navarro College	2,930	3,203	273	9.32
North Harris Montgomery Comm. College District	17,192	18,872	1,680	9.77
N'east Texas Comm. College	1,825	2,024	199	10.90
Odessa College	4,847	4,885	38	0.78
Panola College	1,379	1,381	2	0.15
Paris Junior College	2,463	2,410	−53	−2.15
Ranger Junior College	739	674	−65	−8.80
San Jacinto College District	19,750	19,578	−172	−0.87
Central Campus	10,141	9,923	−218	−2.15
North Campus	3,990	4,246	256	6.42
South Campus	5,619	5,409	−210	−3.74
South Plains College	5,416	5,959	543	10.03
S'west Texas Junior College	2,637	2,860	223	8.46
Tarrant Co. Junior Coll. Dist.	28,954	29,131	177	0.61
Northeast Campus	12,702	12,834	132	1.04
Northwest Campus	5,222	5,141	−81	−1.55
South Campus	11,030	11,156	126	1.14
Temple Junior College	2,249	2,317	68	3.02
Texarkana College	3,999	4,182	183	4.58
Texas Southmost College	5,911	6,434	523	8.85
Trinity Valley Comm. College	4,224	4,279	55	1.30
Tyler Junior College	8,311	8,489	178	2.14
Vernon Regional Junior Coll.	1,713	1,780	67	3.91
The Victoria College	3,228	3,412	184	5.70
Weatherford College	2,037	2,280	243	11.93
Western Texas College	1,070	1,094	24	2.24
Wharton Co. Junior College	3,049	3,358	309	10.13
TOTAL	*378,543*	*397,586*	*19,043*	*5.03*
Texas State Technical College System				
TSTC System	7,815	8,115	300	3.84
TSTC–Amarillo	565	591	26	4.60
TSTC–Harlingen	2,978	3,325	347	11.65
TSTC–Sweetwater	728	796	68	9.34
TSTC–Waco	3,544	3,403	−141	−3.98
TOTAL	*7,815*	*8,115*	*300*	*3.84*
Texas Independent Junior Colleges				
Jacksonville College	317	332	15	4.73
Lon Morris College	323	357	34	10.53
TOTAL	*640*	*689*	*49*	*7.66*

COMPENSATION AND UTILIZATION OF PART-TIME INSTRUCTORS
TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES
1991-92 and 1992-93

(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U. S. History (assuming instructor holds Master's Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

College District	*Compensation for One Three-Hour Course*		*1992-93 Rank (1-47)*	*Percent Increase 1992-93 Over 1991-92*	*Additional Pay for Advanced Hours or Degrees*	*Additional Pay for Teaching Experience*	*Number of Full-Time Faculty*	*Number of Part-Time Faculty*	*Percent of Sections Taught By Part-Time Faculty*
	1991-92	*1992-93*							
Alamo Community College District	$1,292	$1,545	6	19.6%	Yes	No	710	675	31%
Alvin Community College	1,050	1,050	29	—	Yes	No	99	85	22%
Amarillo College	1,050	1,050	29	—	Yes	Yes	179	199	23%
Angelina College	1,320	1,320	11	—	No	No	73	98	26%
Austin Community College	1,175	1,276	12	8.9%	No	Yes	236	1,161	Not Reported
Bee County College	1,200	1,200	14	—	No	No	87	43	25%
Blinn College	1,900	1,996	1	5.0%	Yes	Yes	162	164	Not Reported
Brazosport College	1,200	1,200	14	—	No	No	68	75	25%
Central Texas College	825	1,050	29	27.3%	Yes	No	103	74	38%
Cisco Junior College	850	850	44	—	No	No	57	72	Not Reported
Clarendon College	750	750	47	—	No	No	27	68	20%
College of the Mainland	1,131	1,131	22	—	Yes	Yes	82	297	33%
Collin County Community College	1,095	1,095	26	—	No	No	116	404	49%
Cooke County College	915	930	40	1.6%	No	Yes	72	143	43%
Dallas County Comm. College District	1,170	1,200	14	2.6%	No	No	710	4,167	30%
Del Mar College	1,700	1,804	2	6.1%	Yes	No	280	244	25%
El Paso Community College	1,560	1,607	5	3.0%	No	No	316	776	40%
Frank Phillips College	900	750	47	—	No	No	28	22	31%
Galveston College	1,071	1,104	23	3.1%	No	No	52	60	20%
Grayson County College	1,035	1,035	32	—	No	No	90	86	21%
Hill College	945	950	38	0.05%	No	No	45	50	25%
Houston Community College	1,110	1,354	9	22.0%	Yes	No	555	1,485	50%
Howard College	828	828	45	—	No	No	91	90	17%
Kilgore College	1,146	1,146	21	—	Yes	Yes	162	98	10%
Laredo Junior College	1,350	1,350	10	—	No	No	168	79	19%
Lee College	1,491	1,507	7	1.1%	No	No	148	128	Not Reported
McLennan Community College	1,620	1,620	4	—	Yes	No	175	84	9%
Midland College	1,000	1,030	33	3.0%	No	No	85	144	30%
Navarro College	1,200	1,200	14	—	No	No	73	99	25%
North Harris Montgomery Comm. College	1,275	1,275	13	—	Yes	Yes	275	594	34%
Northeast Texas Community College	900	900	41	—	No	Yes	41	55	27%
Odessa College	1,035	1,062	28	2.6%	No	No	139	108	19%
Panola Junior College	1,000	1,000	35	—	No	No	47	16	9%
Paris Junior College	1,000	1,000	35	—	No	No	79	46	10%
Ranger Junior College	900	900	42	—	Yes	No	29	18	15%
San Jacinto Junior College District	1,080	1,170	20	8.3%	No	No	481	590	25%
South Plains College	1,080	1,080	27	—	No	Yes	220	98	9%
Southwest Texas Junior College	1,100	1,100	24	—	Yes	Yes	57	80	25%
Tarrant County Junior College District	888	912	41	2.7%	Yes	Yes	436	539	30%
Temple Junior College	1,608	1,641	3	2.1%	Yes	No	72	50	15%
Texarkana College	1,000	1,100	24	10.0%	No	No	110	84	14%
Trinity Valley Community College	950	1,000	35	5.3%	No	No	122	91	20%
Tyler Junior College	1,200	1,200	14	—	No	No	199	254	26%
Vernon Regional Junior College	1,005	1,005	34	—	Yes	No	51	47	25%
The Victoria College	1,432	1,432	8	—	No	No	104	55	11%
Weatherford College	950	950	38	—	Yes	No	52	72	25%
Western Texas College	800	800	46	—	Yes	No	45	8	1%
Wharton County Junior College	1,200	1,200	14	—	No	No	97	101	25%
Mean Salary	*$1,132*	*$1,159*			*Yes = 18*	*Yes = 11*			
Median Salary	*$1,080*	*$1,100*			*No = 31*	*No = 38*			

TJCTA OFFICER CANDIDATES ANNOUNCED FOR 1993-94

FOR PRESIDENT-ELECT

James B. Riley
Palo Alto College

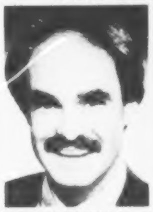
Scott A. Nelson
Kingwood College

FOR VICE PRESIDENT

Doris D. Patrick
Austin Community College

Patricia Green Smith
Temple Junior College

FOR SECRETARY



David M. Wilcox
Houston Community College

Glenda H. Easter
Bill J. Priest Institute

FOR TREASURER

David J. Ligon
Tyler Junior College

Anna R. Holston
Central Texas College

Larry Shirts, North Harris College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1993-94. The committee met in Dallas on Nov. 7, and selected the slate of candidates. Nominees are listed in order determined by lot.

Candidates for president-elect are James Riley and Scott Nelson. Mr. Riley has been on the faculty of Palo Alto College since 1985, and is an instructor of accounting. Since 1983, Dr. Nelson has been a member of the government faculty at Kingwood College.

Nominees for vice president are Doris Patrick and Patricia Green Smith. Mrs. Patrick has been an instructor of office systems technology at Austin Community College since 1973. Dr. Smith has been on the computer information systems faculty at Temple Junior College since 1977.

Candidates for secretary are David Wilcox and Glenda Easter. Mr. Wilcox has taught in the history department at Houston Community College since 1975. Mrs. Easter has been an instructor of office careers at the Bill J. Priest Institute since 1982.

Nominees for the office of treasurer are David Ligon and Anna Holston. Since 1967, Mr. Ligon has been a member of the government faculty at Tyler Junior College. Mrs. Holston has taught English at Central Texas College since 1988.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the *Messenger*.

The election will be conducted during the annual convention, Feb. 19. Officers' terms will begin April 1, 1993, and end March 31, 1994. Absentee voting will begin in late January, under arrangements outlined below.

Under provisions of the TJCTA Bylaws, candidates could have been nominated by petitions. According to Mr. Shirts, no petition was filed by the Dec. 1 deadline. The Bylaws also provide that candidates may be nominated from the floor during the opening session of the TJCTA convention, scheduled to begin at 7:30 p.m., Thursday, Feb. 18.

In addition to Mr. Shirts, members of the TJCTA Nominating Committee this year are David J. Clinkscale, Tarrant County Junior College–South Campus; Reba D. Blackshear, El Centro College; Emmeline Dodd, College of the Mainland; Roger A. Griffin, Austin Community College; Doris M. Huibregtse, Howard College; and Deanne C. Merchant, Amarillo College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who wish to do so may express their preferences for 1993-94 officer candidates by casting absentee ballots. The Constitution as amended last year provides for "no excuse" absentee voting by professional members.

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: *"Any professional member may cast a ballot by mail… Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot…"*

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1993-94.

Member's Signature

PRINT Name _

College

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, Barton Oaks Plaza I, Suite 410, 901 MoPac Expressway South, Austin, Texas 78746. Or form may be sent by fax to Area Code 512, 328-1086. **REQUEST MUST BE RECEIVED NO LATER THAN FEBRUARY 8, 1993.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 16, 1993. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

"SALUTE TO REP. DELCO" FEATURED AS BARBECUE OPENS ANNUAL CONVENTION

A traditional Texas-style barbecue will be the kick-off function for the 1993 TJCTA convention. Scheduled to begin at 7:30 p.m., Thursday, Feb. 18, the event will be held in Austin's Lester E. Palmer Auditorium.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

The featured event for the convention's opening general session will be a "Salute to Representative Delco," honoring State Rep. Wilhelmina Delco for her long and steadfast support of Texas community junior colleges.

Rep. Wilhelmina Delco

TJCTA State President Marilyn Lancaster said the organization has sought a suitable opportunity to honor Rep. Delco for several years. "We finally prevailed on Mrs. Delco to permit us to recognize her during the 1993 convention," Mrs. Lancaster said. "For many years, Rep. Delco has been a faithful, fervent, and effective advocate for the community junior colleges of Texas. She also has been a staunch friend and wise counselor for our Association," said Mrs. Lancaster. "We are delighted that we will have the opportunity to express our thanks in an appropriate way during this year's convention in Austin."

Expressions of appreciation for Rep. Delco's service will be made by several state leaders during the Thursday evening convention session. Representing the Texas Senate and Lt. Gov. Bob Bullock will be State Sen. Carl A. Parker. Speaker of the House James E. (Pete) Laney will speak on behalf of Rep. Delco's colleagues in the Texas House of Representatives. The Texas higher education community will be represented by Kenneth H. Ashworth, Commissioner of Higher Education. Marvin R. Felder, president of the Texas Public Community/Junior College Association, will make remarks on behalf of the two-year colleges.

Tickets for the barbecue are being sold for $20 and **must be purchased in advance**. Barbecue tickets will *not* be available at the door. Tickets may be ordered by mail, using the form below. Payment must accompany ticket orders. Ticket orders should be received in the TJCTA state office by Feb. 12. Tickets will be mailed (if time permits) or may be held at the convention registration desk.

For those unable to attend the barbecue but who wish to participate in the opening convention session, seating will be available in the auditorium at 8:00 p.m.

REQUEST FOR BARBECUE TICKETS

Please send __________ ticket(s) at $20 each for the TJCTA barbecue scheduled for 7:30 p.m., Thursday, February 18, 1993, at the Lester E. Palmer Auditorium in Austin.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 16, and that **no refund will be made for reservations cancelled after that time**. (Banquet tickets *are* transferrable.)

____ Hold ticket(s) to be picked up at the convention registration desk under my name.

____ Mail ticket(s) to me at the address shown below.

Name ______________________________

Address ______________________________

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NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 12 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, Barton Oaks Plaza, Building I, Suite 410, 901 MoPac Expressway South, Austin, Texas 78746-5747.

1993 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1993 TJCTA convention has been released. More than 140 separate events will be crowded into a three day period, beginning at 8:00 a.m., Thursday, Feb. 18, and concluding shortly after Noon, Saturday, Feb. 20.

A detailed program will appear in a special convention issue of the *Messenger* in early February. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Lester E. Palmer Auditorium and Hyatt Regency hotel in Austin. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 18, 1993

9:00 a.m. - 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 - 4:00 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m.	—Informal Reception
7:30 - 9:30 p.m.	—**BARBECUE AND FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 19, 1993

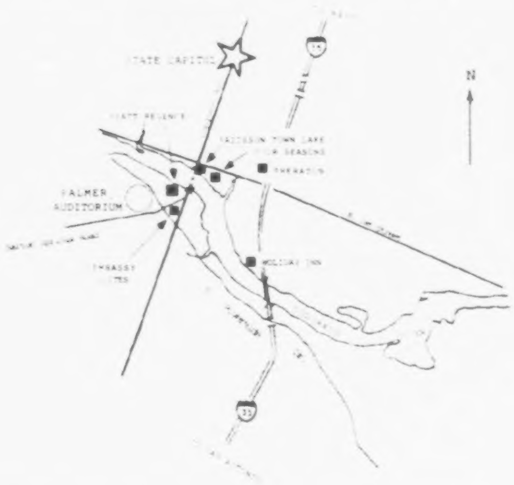
7:30 - 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Professional Development Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m.	—Retirement Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m.	—Convention Registration
8:00 a.m. - 5:00 p.m.	—Exhibits Open
8:00 a.m. - 5:00 p.m.	—Polls Open (Election of Officers)
9:00 - 10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Professional Development Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m.	—Retirement Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m.	—**SECOND GENERAL SESSION**
4:15 - 5:45 p.m.	—Insurance Seminar
4:15 - 5:45 p.m.	—Other Special Meetings (to be announced)
9:00 p.m. - 2:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 20, 1993

8:00 - 11:30 a.m.	—Convention Registration
8:00 - 11:30 a.m.	—Exhibits Open
9:00 - 10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon - 3:00 p.m.	—Special Meetings (to be announced)

MAKE HOTEL RESERVATIONS IMMEDIATELY!

TJCTA members planning to attend the 46th annual convention, Feb. 18-20, 1993, in Austin, are urged to reserve hotel accommodations at once. A block of 1,200 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. Hotel accommodations may be reserved by completing the form below and mailing it to the *Austin Convention Housing Bureau.* Reservations will be processed as they are received, on a first-come, first-served basis. **Reservations may NOT be made directly with the convention hotels.**



CONVENTION HOTEL FACILITIES AND RATES

HOTEL / ADDRESS	Single (1 person)	Double (2 persons)	Triple (3 persons)	Quad (4 persons)
Hyatt Regency Hotel 208 Barton Springs Road	S O L D		O U T	
Embassy Suites 300 South Congress Avenue	S O L D		O U T	
Radisson Hotel on Town Lake (formerly Austin Crest Inn) 111 East First Street	$65	$65	$75	$75
Holiday Inn–Town Lake 20 North IH 35	$62	$62	$70	$70
Sheraton Austin Hotel 500 North IH 35	$85	$85	$95	$105
Four Seasons Hotel 98 San Jacinto Boulevard	$101	$111	$121	—

Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment be by cash or traveler's checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

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46th Annual Convention — Austin, Texas — February 18-20, 1993

HOTEL RESERVATION FORM

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P. O. Box 1088
Austin, Texas 78767

HOTEL CHOICES:

1st Choice: ____________________

2nd Choice: ____________________

3rd Choice: ____________________

ARRIVAL DATE: February ________ HOUR: ______ __ M.*

DEPARTURE DATE: February ____________

CONFIRMATION will be made by hotel. **CANCELLATION:** Notify Convention Bureau of changes and cancellations up to Feb. 1. After Feb. 1, make cancellations and changes directly with hotel. All reservations subject to availability.

ACCOMMODATIONS DESIRED:

_____ Single Room(s) *(1 room, 1 person, 1 bed)*
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_____ Triple Room(s) *(1 room, 3 persons, 2 beds)*
_____ Quad Room(s) *(1 room, 4 persons, 2 beds)*
_____ One Bedroom and Parlor *(Suite)*
_____ Two Bedrooms and Parlor *(Suite)*

* Reservations will not be held after 6:00 p.m. unless arrival is guaranteed by credit card or advance payment of first night's lodging.

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Type ____________________

Number ____________________

Expiration Date ____________ Bank Number ____________

CONFIRM RESERVATIONS TO: Name ____________________ Phone: A/C ______ ____________

Address ____________________ City ____________ State ________ ZIP ________

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ABOUT THE COVER: This art work, created by Ben Sum, art instructor at Western Texas College, was designed to capture the spirit of "community" at Texas community junior colleges.

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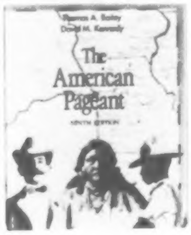
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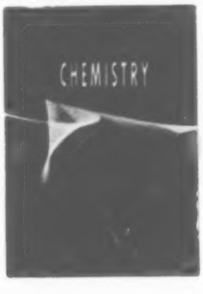

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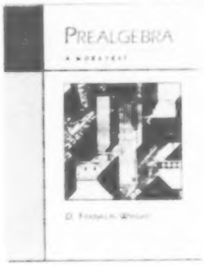
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President's Message

I have spent a good deal of my term as TJCTA President learning about Texas community junior colleges and thinking about how I will use what I've learned to represent your interests before the Legislature. Because of my conversations with you, I have a better sense of who we are as educators and what we have to offer the citizens of this state.

As I've spoken with many of you, I've found among many members fear and concern about the future of the community junior college. I hear teachers speak of limited time and limited financial resources, and I hear them worry over increased course loads and class sizes at a time when our students need the best we have to give of ourselves. As our budgets are cut to accommodate more students with the same amount of money, educators try to make the best of a difficult situation but are less than hopeful that things will get better. What I hear when I listen to many of our members is a growing sense of crisis, a need to speak to our communities and lawmakers of the urgency of our mission, a need to be heard. I also sense a despair rooted in the belief that no one sees or understands the complete importance of what we do. Such frustration creates a palpable tension on our campuses.

I would not have you think that I've heard nothing but complaints from teachers. To the contrary, I've witnessed some extraordinary achievements: teachers making the very best of bad situations; teachers making a difference for their students, for their communities and for themselves. I've found that characteristically community junior college teachers believe in the power of knowledge to positively shape individual lives as well as communities. Teachers believe as did Thomas Jefferson who reasoned that the superior influence of Massachusetts among its sister states in the nineteenth century was the result of its emphasis on education. Jefferson expressed this belief in his letter to J. C. Cabell on January 22, 1820. He wrote, "There can be no stronger proof that knowledge is power, and that ignorance is weakness. *Iuousque tandem* will the Legislature be dead to this truth?"

Jefferson knew the power of education, but his question about legislative support suggests that our struggle to sell ourselves to our communities and Legislatures who fund us will be constant, and that we must recognize that part of our jobs as teachers will be political. We must remind ourselves and others that to deny any soul the opportunity to transform herself (or himself) is to deny her influence within her community. Our communities will be safe only if and when all the people of our communities are able to contribute to their community's growth and prosperity Jefferson was right in believing that "the influence over government must be shared among all the people," then the people, all the people, must have access to institutions like community junior colleges which provide the empowering educational opportunities communities need.

There is no question in my mind that the community junior colleges offer students access to the American Dream. Each of you could relate an instance in which your personal instruction and support made an important difference with a student, usually a non-traditional student. Recently, I read of one teacher's success with just such a student. The story was re-printed the remarks of Dr. Leonardo de la Garza to the faculty of El Paso Community College. Dr. de la Garza read a letter from an anonymous faculty member that demonstrates succinctly how community junior colleges make a difference for their students. With Dr. de la Garza's permission, I include this letter because of its relevance:

> " ...I had an algebra course last spring and had an Hispanic student in his thirties. He had a math phobia and was working on Alameda street in both a graveyard and a day shift so staying awake was a problem in my evening class. His parents had told him not to bother with college but his wife, who had one at home and one in the holding pond, had convinced him to try it. We hooked him with one of our excellent tutors and I linked him with the best student I had in class. After the final he came to my office and cried like a baby. I also wept. That's what the Community College is all about and we do it better than anyone."

I can't think of a better reason for teachers to work together to do their very best than to make such a difference for students like this student, and I intend to do my very best to represent this spirit for you before the Legislature. I ask that you join me in promoting our work to the citizens of Texas.

Marilyn Lancaster

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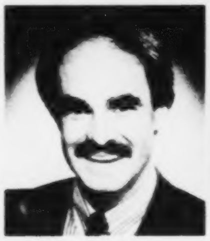

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CANDIDATES FOR STATE OFFICE, 1993-94

Officers of the Texas Junior College Teachers Association for 1993-94 will be elected during the balloting to be conducted at the convention on Friday, Feb. 19, 1993. Voting will be conducted in the election booth, located in the East Lobby Foyer of the Lester E. Palmer Auditorium in Austin. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 18, at which time floor nominations will be in order.

Only *professional* members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

James B. Riley
Palo Alto College

Scott A. Nelson
Kingwood College

Educational Background: Angelo State University (BBA, 1970); St. Mary's University (MBA, 1980); Additional graduate work at The University of Texas at San Antonio.

Professional Experience: Instructor (1985-90), Assistant Professor (1990-present), Business Administration, Palo Also College; Adjunct Faculty, Business Administration and Economics (1980-85), St. Philip's College.

Leadership Experience: TJCTA Campus Representative (1986-present); TJCTA Resolutions Committee (1990-91); Program Site Coordinator for IRS Volunteer Income Tax Assistance (1991-present); Palo Alto Faculty Senate President (1985-88); Chairperson, Business and Management, Palo Alto College (1987-90); Chairperson, Retail Management Scholarship Committee (1987-89); District-wide committee membership: Academic Program Review Committee (1986-87) and Peat Marwick Mitchell Management Study Committee (1985-86); Palo Alto Committee Membership: Tenure Review Committee (1991-present), Institutional Advancement (1992-93), Promotion Appeals (1988-89, Academic Affairs (1987-89), Member: Faculty Development, Computer Uses and Issues, Faculty Handbook, Faculty Senate Constitution, Faculty Senate Executive, Grade Distribution, Graduation, Learning Resources Advisory, Marketing and Recruitment. Selection Committee: Business Technology, Banking and Economics Instructors, Continuing Education Specialist, Dean of Student Services, Dean of Technologies Sciences and Business.

Additional Information: Member: TJCTA (1985-present), American Accounting Association (1988-present), American Taxation Association (1988-present).

Educational Background: Dimmitt High School (1968); North Texas State University (BS, 1972; MS, 1976); University of Houston (Ph.D., 1987); additional graduate work at The University of Texas at Austin and the University of Virginia.

Professional Experience: History Teacher, San Saba ISD (1973-74); History and Government Teacher, Denton ISD (1974-77); Instructor of Government, Kilgore College (1977-84); Adjunct Instructor, The University of Texas at Tyler (1984); Instructor of Government, Kingwood College (1984-present).

Leadership Experience: TJCTA Vice President (1992-93), Secretary (1991-92), Treasurer (1990-91); Chairperson, TJCTA Legislative Committee (1988-89, 1989-90); TJCTA Editorial Review Board (Member 1986-87, Chairperson 1987-88); *TJCTA Messenger* Political Interviews with Lieutenant Governor Bill Hobby, Governor Bill Clements, Comptroller of Public Accounts Bob Bullock, and Representative Ric Williamson (with TJCTA Presidents Larry Shirts, David Clinkscale, and Marilyn Lancaster, 1986-92); Texas Higher Education Coordinating Board Formula Advisory Committee (1991-92); North Harris County College Faculty Senate President (1984-85); NHCC Southern Association of Colleges and Schools "Self-Study" Chairperson on Institutional Purpose (1989-90); NHCC College Council (1988-89); NHCC Faculty Senate Rights and Responsibilities Chairperson (1985-present).

Additional Information: Published articles on a wide variety of topics in the *TJCTA Messenger*, the *Houston Chronicle*, the *Houston Post*, the *Houston Law Review*, the *Texas Observer* and *Texas Monthly*— among others; Grantee, National Endowment for the Humanities Summer Seminar (1981, University of Virginia); Research Consultant, Dallas County Community College District "Texas Government" Telecourses (1989); Delegate to State Democratic Convention (1982, 1988); Woodland Hills Elementary and Kingwood Middle School PTA.

PLATFORM STATEMENTS

TJCTA is the finest and most effective professional educators' organization in the state. It must remain a strong voice in Austin for the two-year colleges. It is our vital link to the legislature and state governing agencies, and it is the only voice we have in Austin collectively.

If elected, I will:

- represent the interests of the association and its members to the best of my ability;
- continue to communicate the importance of TJCTA to all members and potential members;
- work to assure adequate funding for two-year colleges;
- support the integrity and soundness of the Optional Retirement Programs.

—JAMES B. RILEY

My chief asset is *experience:*

- as TJCTA Treasurer, Secretary, and Vice President, during a time of impressive growth in members and revenues;
- as Chairperson of the Legislative Committee (two terms), gaining a keen familiarity with the political issues that affect our interests;
- as Chairperson of the Editorial Review Board;
- as co-interviewer for the *Messenger* interviews with Bill Clements, Bob Bullock, Bill Hobby and Rep. Ric Williamson;
- as a twenty-year veteran of the classroom, sixteen in Texas community colleges—*and* TJCTA;
- as a campus leader with a tenacious belief in what community colleges do and the right of educators to be heard and treated as professionals.

—SCOTT A. NELSON

CANDIDATES FOR VICE PRESIDENT

Doris D. Patrick
Austin Community College

Educational Background: The University of Texas at Austin (BBA, 1967); graduate studies at The University of Texas at Austin, Southwest Texas State University, North Texas State University, and Stephen F. Austin State University.

Professional Experience: Instructor of Secretarial courses, Austin's College of Business (1967-69); Instructor of Typewriting, The University of Texas Extension and Field Service Division (1969-70); Instructor of Office Occupations, Central Texas College at Austin (1970-73); Instructor of Office Systems Technology, Austin Community College (1973-present); Office Systems Technology Department Head (1976-86); Business Division Chairperson (1980-present).

Leadership Experience: TJCTA Campus Representative (1980-present); TJCTA Membership Committee (Chairperson 1992-93; Member 1985-87); TJCTA Auditing Committee (1991-92); TJCTA Membership Services Committee (1988-91); TJCTA Nominating Committee (1987-88); TJCTA Registration Committee (Chairperson, 1979-80); Austin Community College Faculty Association (President, 1989-90; President-Elect, 1988-89; Parliamentarian, 1987-88; Secretary, 1976-78; Chair of By Laws, 1990-91; Chair of Academic Affairs, 1986-87; Curriculum Committee, 1984-85; Audit Committee, 1978-79); ACC Faculty Senate (1991-present); ACC Credit by Advanced Placement Committee (1990); ACC Business Technology Instructional Philosophy Committee (1990); ACC Capital Outlay Review Committee (1984); ACC Experiential Learning Committee (1982); Texas Business Education Association, District XIII (Representative, 1991-92; District President, 1988-89; Collegiate Teacher of the Year, 1988-89; District President-Elect, 1987-88; Secretary-Treasurer, 1981-82).

Additional Information: Member, TJCTA (1972-present); Texas Business Education Association (1967-present); National Business Education Association (1973-present); Texas Association of Computer Educators in Texas (1992-93); Phi Delta Kappa (1983-present).

Patricia Green Smith
Temple Junior College

Educational Background: Temple Junior College (AA, 1970); University of Mary Hardin-Baylor (BAS, 1978); Southwest Texas State University (MPA, 1981); University of North Texas (Ph.D., 1987); postgraduate studies at Central State University, Oklahoma.

Professional Experience: Instructor of Computer Information Systems, Temple Junior College (1978-present); Department Chairperson, Computer Information Systems, Temple Junior College (1988-present).

Leadership Experience: TJCTA State Secretary (1992-93);TJCTA State Treasurer (1991-92); Co-Chairperson TJCTA Chairpersons, Directors, Deans of Departments and Divisions of Business, Computer Information Systems, Office Occupations, and Related Fields Section (1990-91); Chairperson, TJCTA Data Processing Section (1981-82, 1986-87); Temple Junior College Faculty Council (President, 1984-85, 1990-91; Secretary/Treasurer, 1986-87, 1989-90; Vice President, 1989); TJC Administrative Council (1984-85, 1990-91); Board of Directors for Association of Computer Educators in Texas (1990-93); TJC Campus Computer Committee (1989-present; Chairperson 1990-present); TJC Faculty Evaluation Committee (1989-90); TJC College Purpose Statement Committee (1988-89); TJC Self-Study Administrative Processes Committee (1988-89); TJC Intellectual Property Committee (1988); TJC College Program Committee (1987-present); TJC Commencement Planning Committee (1983-present).

Additional Information: Member, TJCTA (1978-present); TJC Faculty Council (1978-present); TJC In-Service Workshops Leader (1983, 1984, 1986); Member, Texas Association of Computer Educators in Texas (1982-present); TJC Speakers Bureau (1982-present); Member, Data Processing Management Association (1979-present).

PLATFORM STATEMENTS

As a member of various committees and a promoter of TJCTA membership, I am well aware that TJCTA is ***THE*** organization representing the interests of community college teachers.

I will spend the time and effort needed as a member of the Executive Committee to:

- provide leadership to monitor and meet the needs of faculty members;
- make legislators and state agencies aware of the value of community colleges in preparing Texans, both vocationally and academically, for the twenty-first century;
- promote membership by continuing to make all eligible members aware of what TJCTA does for them.

—DORIS D. PATRICK

I am fully committed to the goals and objectives of TJCTA. I firmly believe this organization is the most vital and powerful force in Texas promoting quality higher education. During my term as Treasurer and Secretary, I demonstrated strong leadership as your representative.

As your Vice President, I pledge to energetically meet challenges to keep community colleges' interests in the forefront by:

- representing TJCTA and community colleges' interests with total dedication;
- preserving our commitment to professional standards;
- working closely with the Legislature and other state agencies as a zealous advocate for community college interests;
- strengthening TJCTA through increased membership.

—PATRICIA GREEN SMITH

CANDIDATES FOR SECRETARY

David M. Wilcox
Houston Community College

Educational Background: Iowa State University (BS, 1970; MA, 1973); Rice University (doctoral studies, 1973-75); University of Houston (post-graduate studies, 1978).

Professional Experience: Teaching Assistant, Iowa State University (1970-72); Copy Editor, *Journal of Southern History* (1973); Teaching Assistant, Rice University (1974); Houston Community College (Adjunct Instructor of History, 1975-76; History/Geography Department Head—Central College; Instructor, History Department, 1976-present).

Leadership Experience: TJCTA Treasurer (1992-93); Chairperson, TJCTA Resolutions Committee (1991-92); Participant, TJCTA Leadership Conference (1984-92); Houston Community College Faculty Association Council (Immediate Past President, 1991-92; President, 1990-91; President-Elect, 1989-90; Vice President, 1988-89); HCC Faculty Senate (Past President, 1987-88; President, 1986-87; President-Elect, 1985-86; Treasurer, 1984-85); Co-Chair, HCC Computer Resources and Services Self-Study Committee, 1989-91; HCC Policies and Procedures Revision Committee, 1992-93; HCC Sexual Harrassment Policy Committee, 1990-91; Faculty Spokesman, HCC Administrative Council, 1986-87, 1990-91; HCC Strategic Planning Committee, 1990-91; HCC Salary Committee, 1986-91; HCC Curriculum Committee, 1981-84; Chair, Faculty Forums on Registration Problems/Book Store Problems, 1986-88.

Additional Information: Member, TJCTA (1980-present); Member, Organization of American Historians; Participant, Great Teachers Seminar (1990); Recipient, Professional Development Grants (1988, 1989); Bedichek Award for Outstanding College Service (1985); Administrative Board Member, Bellaire United Methodist Church.

Glenda H. Easter
Bill J. Priest Institute

Educational Background: Dallas Baptist University (BS, 1973); Blue Cross/Blue Shield: Management Training Program (1975); University of North Texas (MA, 1990).

Professional Experience: Management Position, Blue Cross/Blue Shield (1970-72; 1975-78); English Teacher, Dallas ISD (1973-74); Production Coordinator/Manager, Information Processing Corporation (1978-81); Office Careers Instructor, El Centro College (1981-82); Office Careers Instructor, Bill J. Priest Institute (1982-present).

Leadership Experience: Chairperson, TJCTA Auditing Committee (1992-93); TJCTA Campus Representative (1984-93); TJCTA Membership Committee (1988-89); TJCTA Professional Development Committee (Secretary, 1989-90, 1991-92; Vice Chairperson, 1990-91); DCCCD Special Program Association (Immediate Past President, 1991-92; President, 1989-91); Chair, SPI Executive Council; DCCCD District-Wide Articulation Committee; BJPIED Total Quailty Management Steering Team; Texas Technical Society (Secretary/Treasurer, 1990-91; Chair, State Educator of the Year Committee, 1990-91; Board of Directors, 1990-93); Co-Chair, DCCCD Sexual Harassment Committee; DCCCD 1990 Planning Committee for the League of Innovation Committee; 1990 Texas Technical Society State Conference Planning Committee; DCCCD 25th Anniversary Steering and Planning Committee; DCCCD Speaker's Bureau; Secretary, Oak Cliff Chamber of Commerce Educational Committee (1991-92); North Texas Consortium of Community Colleges.

Additional Information: Member, TJCTA (1981-present); Member, Business and Professional Womens Association; DCCCD Special Program Instructor of the Year (1990-91); Texas Technical Society Educator of the Year (1991-92); Esprit de Corps for Commitment to Excellence (1988-89); Participant, 1st Annual DCCCD Great Teaching Seminar; Author of three textbooks: *Data Entry Applications and Procedures, 1st Edition; Data Entry Applications and Procedures, 2nd Edition; WordPerfect 5.1 Made Easy.*

PLATFORM STATEMENTS

TJCTA is the finest faculty support organization in Texas. I offer my leadership experience and abilities to continue its tradition of excellence and to:

- develop more comparative reports (sabbatical leave, ORP problems and health insurance issues);
- work for state-wide parity among our colleges in terms of salary and other benefits;

Additionally, we must continue to:

- lobby strongly the Legislature for our equitable share of higher education funds;
- advocate collegial governance models, granting faculty a greater voice in the decision-making process;
- offer assistance on grievance and academic defense issues, while safeguarding our academic freedoms.

I respectfully ask for your support.

—DAVID M. WILCOX

My long-term commitment to the teaching profession is exemplified by my strong support and promotion of Texas Junior College Teachers Association. As secretary, I will continue my commitment to serving community college educators through this leadership role in TJCTA. My personal commitment will be to:

- lobby the Legislature for support in improving the quality of life for community college educators;
- advocate the role community colleges have on students with diverse economic backgrounds;
- support a Continuous Quality Improvement model for community colleges empowering faculty in making effective decisions which positively enhance the educational processes;
- remain sensitive to emerging issues of concern to professional educators.

—GLENDA H. EASTER

CANDIDATES FOR TREASURER

David J. Ligon
Tyler Junior College

Anna R. Holston
Central Texas College

Educational Background: Odessa College (1956-58); Portland State College (BS, 1966); Eastern New Mexico University (MA, 1968); Additional graduate work at North Texas State University and East Texas State University (PhD Program, ABD, 1973-76).

Professional Experience: Graduate Assistant, Eastern New Mexico University (1966-67); Administrative Internship, Eastfield College, DCCCD (1976); Instructor of Government, Tyler Junior College (1967-present).

Leadership Experience: Candidate for TJCTA President-Elect (1992); Secretary, TJCTA Legislative Committee (1992-93); Chairperson, TJCTA Resolutions Committee (1991); TJCTA Election Committee (1985); TJCTA Government Section (Secretary, 1992; Chairperson, 1991); Attended TJCTA Leadership Conference (1985, 1990); Member, Tyler Junior College Image Committee (1983); TJC Faculty Senate (1984-86); President, TJC Faculty Senate (1985-86); Member, TJC Past Presidents Association (1987-present); Chairman, Southern Association Self-Study Subcommittee on Administrative and Board Structure (1989-90); Treasurer, Educators Political Action Committee (1985-89); Member, TJC Food Service Advisory Committee (1992-93).

Additional Information: Member, TJCTA (1967-present); Member, East Texas Countil on World Affairs (1991-present); Director of Christian Education and member of Governing Board, Trinity Fellowship Church (1990-present); Past member, Chapel Hill Independent School District Advisory Council.

Educational Background: Paine College (BA, 1964); Pepperdine University (MA, 1978); Baylor University (MA, 1990).

Professional Experience: Teacher Education Training, Fayetteville State University (1974-75); Educational Administration Training, New Mexico State University (1978-80); Army Education Center (1977-80); Killeen Independent School District (1980-83); English Instructor, McLennan Community College (1986-88); English Instructor, Central Texas College (1983-85, 1988-present).

Leadership Experience: TJCTA Membership Services Committee (Chairperson, 1992-93; 1991-92; 1990-91); TJCTA Resolutions Committee (1989-90); TJCTA Auditing Committee (1988-89); McLennan Community College Language Arts Faculty Representative to Faculty Senate (1987); Central Texas College Faculty Senate Professional Development Committee (1990); Piper Professor (1991); CTC Task Force for Finance and Resources Development (1991); CTC Self Study Steering Committee, Chairperson for Educational Support Services Committee (1992); Texas Council of Teachers of English (Program Chair, 1989; President, Region XII/XIII, 1990); SRCE Conference Recorder and Facilitator (1991).

Additional Information: Member, TJCTA (1986-present); Central Texas College Academic Educator of the Year (1990); CTC Piper Professor Nominee (1991); Member, Southwest Regional Conference on English in the Two-Year College; Member, Texas Conference of Teachers of English; Member, Conference of College Teachers of English; and Member, Delta Sigma Theta Sorority, Inc.

PLATFORM STATEMENTS

TJCTA is the largest and most effective organization representing two-year colleges in the country. I am proud to have had membership in it for 25 years.

As we approach the year 2000, we must begin, now, to define the Twenty-First Century misssion for two-year colleges. Failure to act immediately will put that function into the hands of powers outside of our educational interests.

If elected treasurer, I will work to:

- fulfill all duties assigned to the office;
- protect two-year college funding amounts;
- protect all retirements programs;
- insure the best health-care plans;
- oppose performance based funding.

—DAVID J. LIGON

The great tasks set before TJCTA in these times of extensive fiscal restraints will require the tradition of sound leadership to continue. My experience as a Committee Chairperson has provided me with the opportunity to work closely with the TJCTA Executive Committee. As a result, I can offer TJCTA membership a vital asset: experience. I pledge to continue an active interest and participation in the fiscal, legislative, and political matters that affect our membership throughout Texas. I further pledge as a priority to devote the necessary time and energy to professional concerns of our membership. TJCTA must continue to thrive.

—ANNA R. HOLSTON

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who wish to do so may express their preferences for 1993-94 officer candidates by casting absentee ballots. The Constitution as amended last year provides for "no excuse" absentee voting by professional members.

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Under provisions of the TJCTA Constitution, absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member may cast a ballot by mail… Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot…"***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1993-94.

Member's Signature ______________________________

PRINT Name ______________________________

College ______________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, Barton Oaks Plaza I, Suite 410, 901 MoPac Expressway South, Austin, Texas 78746. Or form may be sent by fax to Area Code 512, 328-1086. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 8, 1993.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 16, 1993. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

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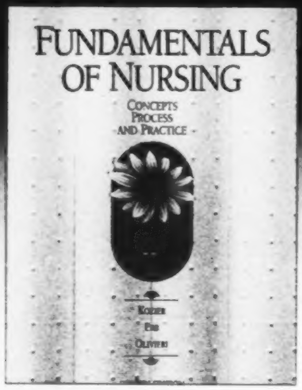
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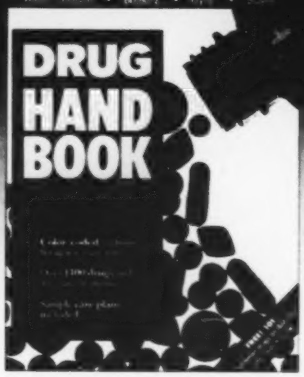
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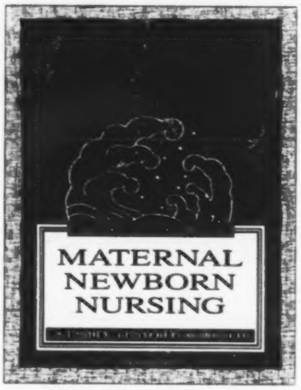
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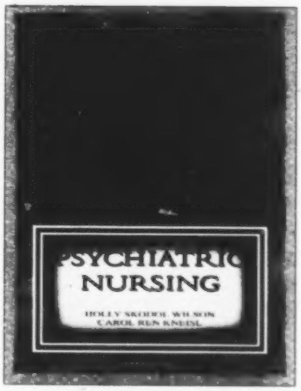
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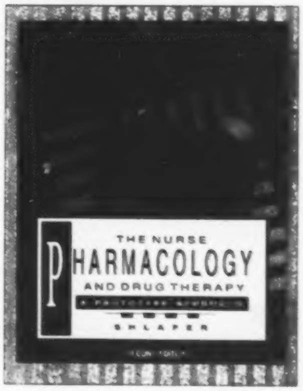
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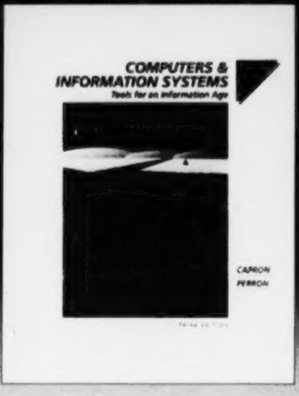
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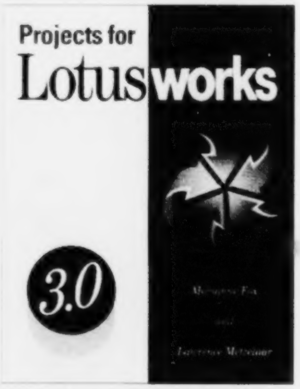
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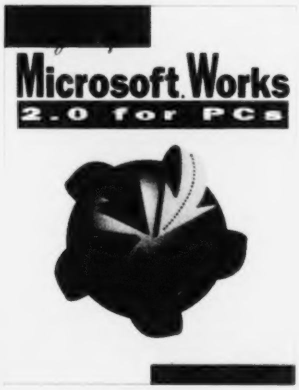
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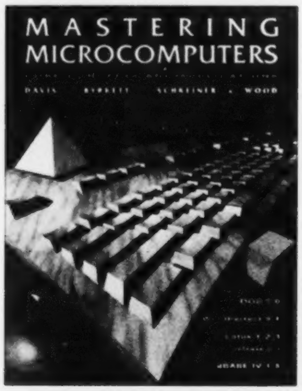
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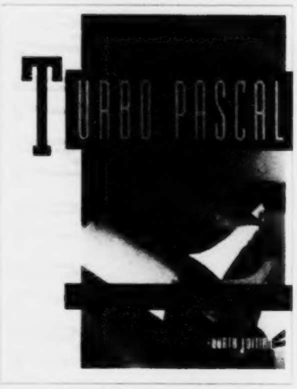
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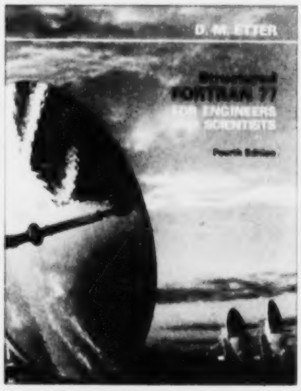
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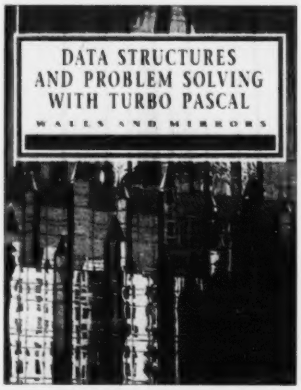
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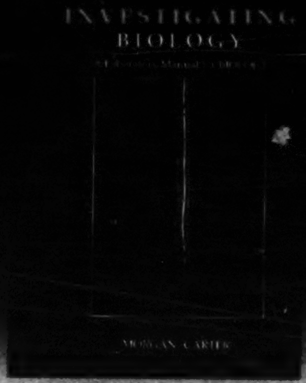
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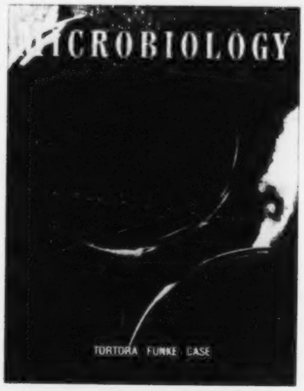
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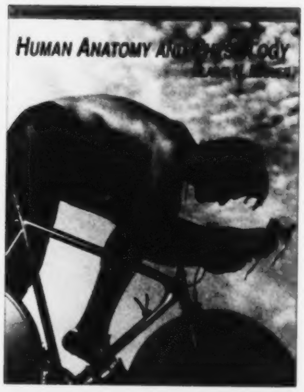
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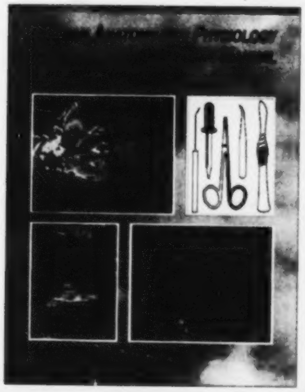
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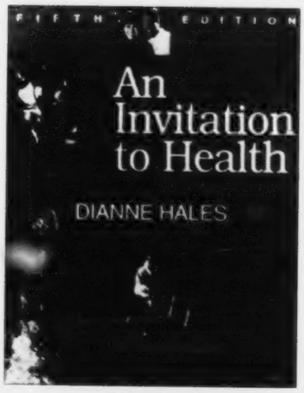
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OPENING CONVENTION SESSION TO HONOR REPRESENTATIVE DELCO

Wilhelmina Delco

"Pete" Laney

Carl A. Parker

Kenneth Ashworth

Marvin R. Felder

A traditional Texas-style barbecue will be the kick-off function for the 1993 TJCTA convention. Scheduled to begin at 7:30 p.m., Thursday, Feb. 18, the event will be held in Austin's Lester E. Palmer Auditorium.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

The featured event for the convention's opening general session will be a "Salute to Representative Delco," honoring State Rep. Wilhelmina Delco for her long and steadfast support of Texas community junior colleges.

TJCTA State President Marilyn Lancaster said the organization has sought a suitable opportunity to honor Rep. Delco for several years. "We finally prevailed on Mrs. Delco to permit us to recognize her during the 1993 convention," Mrs. Lancaster said. "For many years, Rep. Delco has been a faithful, fervent, and effective advocate for the community junior colleges of Texas. She also has been a staunch friend and wise counselor for our Association," said Mrs. Lancaster. "We are delighted that we will have the opportunity to express our thanks in an appropriate way during this year's convention in Austin."

Expressions of appreciation for Rep. Delco's service will be made by several state leaders during the Thursday evening convention session. Representing the Texas Senate and Lt. Gov. Bob Bullock will be State Sen. Carl A. Parker. Speaker of the House James E. "Pete" Laney will speak on behalf of Rep. Delco's colleagues in the Texas House of Representatives. The Texas higher education community will be represented by Kenneth H. Ashworth, Commissioner of Higher Education. Marvin R. Felder, president of the Texas Public Community/Junior College Association, will make remarks on behalf of the two-year colleges. Gov. Ann Richards was invited, but her schedule had not been arranged by press time.

Tickets for the barbecue are being sold for $20 and **must be purchased in advance**. Barbecue tickets will *not* be available at the door. Tickets may be ordered by mail, using the form below. Payment must accompany ticket orders. Ticket orders should be received in the TJCTA state office by Feb. 12. Tickets will be mailed (if time permits) or may be held at the convention registration desk.

For those unable to attend the barbecue but who wish to participate in the opening convention session, seating will be available in the auditorium at 8:00 p.m.

REQUEST FOR BARBECUE TICKETS

Please send __________ ticket(s) at $20 each for the TJCTA barbecue scheduled for 7:30 p.m., Thursday, February 18, 1993, at the Lester E. Palmer Auditorium in Austin.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 16, and that **no refund will be made for reservations cancelled after that time**. (Banquet tickets *are* transferrable.)

☐ Hold ticket(s) to be picked up at the convention registration desk under my name.

☐ Mail ticket(s) to me at the address shown below.

Name ____________________

Address ____________________

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 12 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, Barton Oaks Plaza, Building I, Suite 410, 901 MoPac Expressway South, Austin, Texas 78746-5747.

EDUCATOR TO ADDRESS CONVENTION SESSION

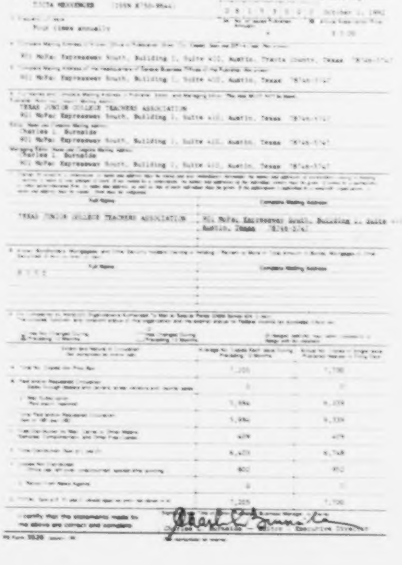
Keynote speaker for the second general session at this year's TJCTA convention will be William Moore, Jr., professor of educational administration at The University of Texas at Austin. He will speak at the session scheduled to begin at 2:00 p.m., Friday, Feb. 19, in the theater of the Lester E. Palmer Auditorium, in Austin. Dr. Moore will speak on the convention theme, *Making the Difference.*

Dr. Moore presently holds the A. M. Aikin Regents Chair in the UT-Austin College of Education. He is on the faculty of the Community College Leadership Program.

William Moore, Jr.

He received the Bachelor of Arts degree from Stowe Teachers College in St. Louis, and earned the Master of Arts and Ph.D. degrees from St. Louis University. His career in education spans four decades, beginning as an elementary classroom teacher in 1952.

Dr. Moore's college teaching experience includes faculty appointments at Loyola University, in Los Angeles; Seattle Central Community College; and the University of Washington. Administrative experience includes service as associate dean at Forest Park Community College, in St. Louis; president of Seattle Central Community College; and vice president for academic affairs at the University of the District of Columbia, in Washington, D.C. For 20 years prior to joining the UT-Austin faculty, Dr. Moore was a professor of educational administration at The Ohio State University.



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I certify that the statements made by me above are correct and complete

DANGERS OF DIETING TOPIC FOR WELLNESS MEETING

Mary A. Steinhardt

Mary A. Steinhardt, associate professor in the Department of Kinesiology and Health Education at The University of Texas at Austin, will be the featured speaker at this year's Wellness Seminar, sponsored by the Membership Services Committee of the Texas Junior College Teachers Association. The seminar will be held Friday from 4:15–5:45 p.m. in Meeting Room 5 East, in the Lester E. Palmer Auditorium.

After receiving her Ph.D. in Education from the University of Houston in 1985, Dr. Steinhardt became a post doctoral research associate in the Department of Physical Education at the University of Georgia at Athens. She is a widely published author in the area of health and kinesiology and a popular speaker at seminars across the country.

The topic for Friday's seminar is, "Strategies for Ending the Diet-Binge-Guilt Cycle of Compulsive Eating." Dr. Steinhardt notes that the current societal preference for thin physique has led to a preoccupation with food and body size such that "normal" eating is now characterized by dieting. Weight-loss treatments are generally ineffective and have been associated with such problems as fluctuations in body size, and avoidance of self-awareness.

This presentation will provide an overview of research on compulsive eating, and discuss the mechanics of a non-diet alternative which encourages individuals to stop dieting and adopt a non-restrained, internally directed eating style called "demand feeding."

Arrangements for the Wellness Seminar were made by Beverly F. Tremain, Collin County Community College.

SEMINAR SCHEDULED TO DISCUSS FACULTY MENTOR PROGRAMS

Willard Machen and Judy Hathcock, Amarillo College, will chair a forum to consider issues involved in faculty mentor programs. The seminar will be held Friday, Feb. 19, at 4:15 p.m. in meeting room 2 East, in Palmer Auditorium.

The chairpersons note that with the proliferation of part-time faculty to ease budget crunches in community colleges, it is difficult to maintain high teaching standards. One of the measures colleges are taking to ensure consistently high teaching quality is instituting mentor programs for all new faculty.

Many issues must be addressed when implementing such a program, including qualifications of mentors, training of mentors, and the use of experienced part-time faculty as mentors.

This meeting will allow presidents, mentor program directors, and others to ask questions and share ideas. Participants are encouraged to bring with them printed guidelines that have been developed for programs on their campuses.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention at the Lester E. Palmer Auditorium in Austin. Committee member Nancy Ellen Partlow, Wharton County Junior College, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. Also serving on the subcommittee is Andrea C. Zabel, Midland College. Other members of the Membership Services Committee will help staff the center during the convention.

This will be the seventeenth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted. Because of threatened cuts in state appropriations for higher education and uncertainty about future state funding, it is anticipated that fewer positions will be posted this year than in the past.

In a joint letter from Ms. Partlow and TJCTA President Marilyn J. Lancaster, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the Palmer Auditorium east entrance. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 19, and from 8:00 to 11:00 a.m., Saturday, Feb 20.

TJCTA members who wish to do so are invited to send résumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the résumés and obtain information about potential candidates for staff openings. Résumés should be sent to the TJCTA State Office, 901 South MoPac Expressway, Building One, Suite 410, Austin, Texas 78746–5747. Résumés should be mailed in time to be received by Feb 16. After that date, members may take their résumés directly to the placement center at the convention site.

Following the convention, job listings and résumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

PROMINENT EDUCATOR TO PRESENT SEMINAR

Friday February 19, the Professional Development Committee of TJCTA will host Claire E. Weinstein, professor of education at The University of Texas at Austin. Dr. Weinstein will offer a presentation entitled, "Making a Difference: Strategies for Effective Teaching." The seminar will take place at 7:30 a.m. and 12:30 p.m. in Meeting Room 6 East in Palmer Auditorium.

Claire E. Weinstein

Dr. Weinstein received the bachelor's degree in Biology from Brooklyn College in the City University of New York. She earned her Ph.D. from the University of Texas at Austin in Educational and Experimental Psychology.

She is the author of more than 100 books, articles, and tests, including the Learning and Study Strategies Inventory (LASSI). She has also done more than 200 presentations and workshops, many with college faculty.

Dr. Weinstein will focus her presentation on creating effective teaching and learning strategies for students who are using study habits adopted in high school to perform college-level tasks. Dr. Weinstein believes college instructors must teach both the content of their discipline and the skills necessary to learn that content. She notes that whether students in two-year colleges enter post-secondary educational settings shortly after high school graduation or years after graduation, the "educational reference points for both of these groups are often still grounded in their secondary school experiences." This often poses serious challenges for students "because of the differences between the environments and demands of high school and college learning settings."

Teaching to such a student population requires an understanding of both the expectations these students bring with them and the learning strategies they employ. Dr. Weinstein will discuss the major differences between the educational experiences in high schools and colleges, and learning strategies better suited to the post-secondary learning environment. Dr. Weinstein notes that "Our experience with students in an undergraduate learning-to-learn course indicates that many students are not aware of the different environmental and task demands that they will face in college. Helping students to become aware of these changes and of the role that they will need to play in obtaining their education is an important goal for all of us who want to help students maximize their chances of succeeding in college."

Ellen Brennan, San Antonio College, is chairperson of the Professional Development Committee.

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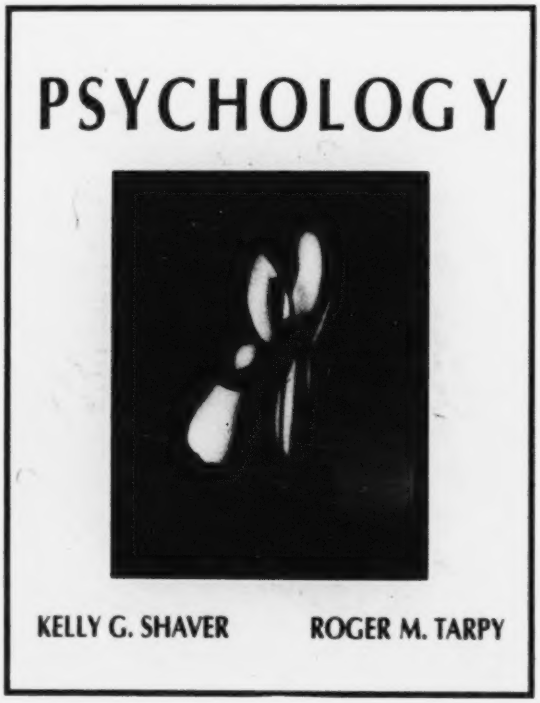

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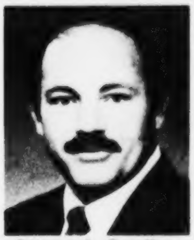
SENATOR TO SPEAK TO AGRICULTURE SECTION

Friday's meeting of the Agriculture Section will feature Senator Steven A. Carriker (D-Roby). Sen. Carriker's distinguished career in the legislature reflects his concern for agriculture, consumers, tax payers, and ordinary citizens. In 1989, he received the Texas Farmers Union "White Hat" Award and was given special recognition by the Texas Association of Community Health Centers. His performance in the legislature was rated an "A" by the Texas Political Accountability Coalition.


Steven A. Carriker

Citing his achievement in legislation affecting health care and Texas' elderly, the Texas Consumer Association, Public Citizen, and the Texas Consumers Union joined together to present Sen. Carriker their Outstanding Public Service Award for 1989. In 1991, he sponsored Gov. Ann Richards' omnibus legislation to protect communities from negligent hazardous waste disposal companies, which earned him the Legislative Service Awards from the Texas Sierra Club and Clean Water Action. During the same legislative session he was cited by Public Citizen for his bill toughening the Texas automobile "lemon law." He has twice received the "Outstanding Service to Agriculture" award.

Sen. Carriker now farms the land settled by his great grandfather at the turn of the century in Fisher County. His wife Kathy teaches fifth grade in Roby, and they have three children, Jake, 17, Karen, 10, and Stephanie, 8. Sen. Carriker will discuss "The Future of Agricultural Education on the Secondary Level in Texas."

PHYSICS AND ENGINEERING SECTION ANNOUNCES TOPICS

The Physics and Engineering Section will be held jointly on Friday with the Chemistry Section to hear Stanley H. Pine, chemistry program director at the National Science Foundation. Dr. Pine is professor of chemistry at California State University at Los Angeles. He is currently on leave to the Division of Undergraduate Education at the National Science Foundation.

Dr. Pine has had a distinguished career in teaching and research and was honored as a University Outstanding Professor. His textbook, *Organic Chemistry*, is used throughout the world. He will discuss "The National Science Foundation and Two-Year College Proposal Writing."

Saturday, the meeting will feature Raymond A. Serway, professor of physics at James Madison University. He is the author of the widely used textbooks *Physics for Scientists and Engineers*, *Physics for Scientists and Engineers with Modern Physics*. He also authored several study guides and other ancillary educational materials and has written or co-authored over 40 research papers in the general area of solid state physics.

Raymond A. Serway

Professor Serway was the recipient of the 1990 James Madison University Scholar Award, the CBS Communication Award in 1985, and the Distinguished Teaching Award at Clarkson University in 1977. He will discuss "Recent Trends in Teaching Introductory Physics."

PHILOSOPHY SECTION TO CONSIDER ISSUES IN MEDICAL ETHICS

The Philosophy Section will meet Friday to hear Bernard J. Mahoney, who will speak on the topic "How To Make a Moral Choice: Some Problems in Health Care." Dr. Mahoney has been a philosophy instructor at Houston Community College for the past 18 years. He has focused much of his teaching efforts on current ethical problems. Since nursing students comprise a large segment of his classes, medical ethics are constantly examined. His article "Newman's Conscience" was recently published in *John Henry Newman: Theology and Reform* by Garland Publishing.

Bernard J. Mahoney

Panel members for the Friday section meeting include Mary Claire Mahoney, currently Director of Palliative Care at Hermann Hospital in Houston. She was Director of Hospice at V.N.A. for four years. She has spent many years in both geriatric and psychiatric nursing. She will bring her patient advocacy skills to the discussion. Also on the panel will be David Bragg, an attorney specializing in trial law. Gov. Mark White appointed Mr. Bragg to the Consumer Affairs Division of the State of Texas. Mr. Bragg has also been appointed by Gov. Ann Richards to the special Task Force on Nursing Homes. While working in the Consumer Affairs Division, Mr. Bragg developed the technique of visiting nursing homes around midnight in order to identify various problems. His approach has been both dramatic and effective.

Saturday, the Section will feature a presentation by Rex Peebles and Danny Ursery entitled "How To Make a Moral Choice: Some Issues in Health Care for Infants." Mr. Peebles has been instructor of government at Austin Community College since 1984. He earned the master's degree from The University of Texas at Arlington and is now working on his dissertation at The University of Texas at Austin. The topic of his dissertation is "Obligations to Future Generations." Much of his training has been in political philosophy and is interested in the nexus between moral thought and public policy.

Mr. Ursery has been assistant professor of philosophy at St. Edward's University since 1986. He has also been a part-time instructor at Austin Community College since 1981. He holds the master's degree from Texas Christian University. He has recently been appointed to the Directorship of the Texas Center for Critical Thinking. Mr. Ursery has published articles on both philosophy and adult education.

William W. Smith

Martin B. Hart

AIR CONDITIONING SECTION PLANS PROGRAM

The Air Conditioning and Refrigeration Section will see a presentation on "Air Conditioning—Heating Load and Energy Calculations by Computer," by William W. Smith. Mr. Smith is president of Elite Software Development, one of the oldest and largest independent engineering software companies in the United States. He obtained the Bachelor of Science degree in mechanical engineering from Louisiana Tech University in 1979. He has worked exclusively in the heating, ventilation, and air conditioning industry since that time with consulting engineers, architects, and contractors. Mr. Smith founded Elite Software in 1979 on a single program for HVAC load calculations. Today, Elite Software offers over 30 computer programs for all aspects of mechanical, electrical, and plumbing design.

Saturday, Martin B. Hart will speak on "System Conversion from CFCs." Mr. Hart joined Emerson Electric Co., in St. Louis in 1966, and worked in various functions in the electronic and space division and corporate manufacturing research and development.

He transferred to Alco Controls Division in 1970, where he was a supervisor in the customer service department and marketing analyst in the sales and marketing department. After working in Detroit for three years as a field sales representative, Mr. Hart moved to Houston, where he represents Alco Controls Division in Texas and Louisiana.

HISTORY SECTION PLANS PROGRAM

Randy Roberts

Linda Alkana

Steven Kneeshaw

Friday's History Section meeting will feature Randy Roberts and Linda Alkana, who will speak on "Enhancing Student Interest in American History through Popular Culture, Historical Methodology, and Critical Thinking." Dr. Roberts is professor of history at Purdue University. He received his Ph.D. from Louisiana State University in 1985, and has authored or co-authored several articles, books, and texts. His most recent work is *America and Its People*, published by HarperCollins Publishers. He will discuss the use of films in the classroom to examine critical methods. *Casablanca* and *Flying Tigers* are among the films he will use to illustrate his ideas.

Dr. Alkana is currently lecturer in the School of Humanities at the University of California, Irvine. She received her Ph.D. from that institution in 1985, and has authored many articles and reviews. Her portion of the section will focus on incorporating critical thinking in the classroom. She will use news broadcasts and news magazines to show how continuing themes are developed.

Saturday's meeting will feature Stephen Kneeshaw, of the College of the Ozarks, who will speak on "Active Teaching and Learning." Dr. Kneeshaw received his Ph.D. from the University of Colorado in 1971, and has authored numerous articles. He is co-founder and editor of *Teaching History: A Journal of Methods*. In 1991, he published *In Pursuit of Peace: The American Reaction to the Kellogg-Briand Pact, 1928–1929*. His hands-on workshop will model some of the methods that can be introduced into the classroom to encourage interaction between faculty and students. These include active lectures, guided discussions, and simple, in-class writing exercises that involve students in their own learning.

CHEMISTRY MEETING PLANNED

The Chemistry Section will meet jointly Friday with the Physics and Engineering Section to hear Stanley Pine, chemistry program director of the National Science Foundation. Dr. Pine is professor of chemistry at California State University, Los Angeles. He is currently on leave to the Division of Undergraduate Education at the National Science Foundation. He has had a distinguished career in teaching and research at Cal State, Los Angeles and was honored as a University Outstanding Professor. His textbook, *Organic Chemistry*, is used throughout the world. He has also been a leader in promoting laboratory safety and was honored by the American Chemical Society Division of Chemical Health and Safety with their award in chemical health and safety. Dr. Pine will explain several of the programs offered by the National Science Foundation to promote undergraduate education in science. The various programs will be described and the approaches to preparing successful proposals will be discussed.

J.J. Lagowski

On Saturday, the Chemistry Section will hear J. J. Lagowski, professor of chemistry and biochemistry at The University of Texas at Austin. Dr. Lagowski earned the bachelor's degree from the University of Illinois, the Master of Science degree from the University of Michigan, and his Ph.D. from Michigan State University. He spent the next two years at Cambridge as a Marshall Scholar, where he performed research in perfluoroalkyl-mercurials. Dr. Lagowski joined the faculty of The University of Texas at Austin in 1959. In 1973, he was appointed professor of education. Dr. Lagowski supervises a research group of about 12 students working on a wide spectrum of problems in chemistry and education.

BUSINESS ADMINISTRATION TOPICS ANNOUNCED

Participants in the Friday session of the Business Administration Section will hear Eric O. Sandburg, who will speak on "Ethics of Career Preparation by Junior Colleges." Mr. Sandburg is professor of business administration at DeVry Institute, and co-author of *Career Design Software*.

Ricky W. Griffin

Saturday, Ricky W. Griffin will discuss "Total Quality Management." Dr. Griffin is the Lawrence E. Fouraker Professor of Business Administration and Professor of Management at Texas A&M University. He teaches organizational behavior, human resource management, and general management. Dr. Griffin's research concerns the relationship between people and the organizations that employ them. He is especially interested in the areas of work system design, interpersonal relations, and leader-follower interactions. His writing has appeared in such journals as the *Academy of Management Journal*, the *Academy of Management Review*, and *Administrative Sciences Quarterly*. He serves on the editorial review boards of the *Academy of Management Journal* and the *Journal of Organizational Behavior*. Professor Griffin has also served as editor of the *Journal of Management*. He has consulted with such organizations as Tenneco, Texas Instruments, Six Flags Corporation, the State of Missouri, the State of Texas, and the United States Navy.

COUNSELING SECTION ANNOUNCES TOPICS

The Friday meeting of the Counseling Section will feature Sandy Bartlett, community HIV educator at AIDS Services of Austin. In this position, he is the agency's chief trainer for HIV-related issues in Central Texas, chair of the Speaker's Bureau and the primary speaker, and editor and publisher of two newsletters and varied print education materials. Mr. Bartlett is also Coordinator of the Central Texas AIDS in the Workplace Task Force, an inter-agency, interdisciplinary group formed to deal with the medical, legal, and management aspects of HIV disease in the work environment. He has consulted in policy formulation and has provided training programs for such clients as Internal Revenue Service; the United States Postal Service; Texas Office of Attorney General; Texas Departments of Agriculture, Commerce, Treasury; as well as numerous banks, corporations, and other private employers, including MCC, Hewlett-Packard, Advanced Micro Devices (AMD), and 3M. As a writer, Mr. Bartlett takes particular interest in translating professional technical material into reading for the lay audience. He is the author of numerous articles, a frequent guest on regional radio and television, and is the author of *The AIDS Primer: A Training Manual*. His "Health Watch" program with Brackenridge Hospital have become one of the most frequently shown programs on Central Texas cable television. His topic for the session is entitled "Counseling Students With AIDS: A Panel Discussion with Students Who Are HIV-Positive."

Sheri Weaver

Saturday's meeting will include a presentation by Sheri Weaver entitled "Who Am I? Bringing the Past Into the Present to Plan for the Future." Ms. Weaver, a psychotherapist, provides long and short term therapy to individuals, couples, and families utilizing a variety of treatment modalities based on structural, family systems, object relations, and Imago therapy. She received the Bachelor of Science degree from The University of Texas at Austin School of Social Work.

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8:00 a.m.– 5:00 p.m.	Special Meetings (to be announced)
12:00 Noon–10:00 p.m.	Convention Registration—East Foyer, Palmer Auditorium
1:00– 4:00 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00– 5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons—Meeting Room 1 East, Palmer Auditorium
6:30– 7:30 p.m.	Informal Reception—Palmer Auditorium Theater
7:30 p.m.	BARBECUE AND FIRST GENERAL SESSION—Palmer Auditorium Theater

FRIDAY—FEBRUARY 19, 1993

6:00 a.m.	Fitness Walk and Run—Meet in Hyatt Regency Lobby
7:30– 8:45 a.m.	Financial Planning Seminar—Meeting Room 6 West, Palmer Auditorium (repeated at 12:30 p.m.)
7:30– 8:45 a.m.	Professional Development Seminar—Meeting Room 6 East, Palmer Auditorium (repeated at 12:30 p.m.)
7:30– 8:45 a.m.	Retirement Seminar—Meeting Room 5 East, Palmer Auditorium (repeated at 12:30 p.m.)
8:00 a.m.– 5:00 p.m.	Convention Registration—East Foyer, Palmer Auditorium
8:00 a.m.– 5:00 p.m.	Exhibits Open—Palmer Auditorium
8:00 a.m.– 5:00 p.m.	Polls Open (Election of Officers)—East Foyer, Palmer Auditorium
9:00– 10:30 a.m.	Section Meetings for Some Sections
10:45 a.m.–12:15 p.m.	Section Meetings for Remaining Sections
12:30– 1:45 p.m.	Financial Planning Seminar—Meeting Room 6 West, Palmer Auditorium (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Professional Development Seminar—Meeting Room 6 East, Palmer Auditorium (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Retirement Seminar—Meeting Room 5 East, Palmer Auditorium (repeat of 7:30 a.m. presentation)
2:00– 4:00 p.m.	SECOND GENERAL SESSION—Palmer Auditorium Theater
4:15– 5:45 p.m.	Wellness Program Networking—Meeting Room 5 East, Palmer Auditorium
4:14– 5:45 p.m.	Insurance Seminar—Meeting Room 6 West, Palmer Auditorium
9:00 p.m.– 1:00 a.m.	Dance for TJCTA Members and Invited Guests—Texas Ballroom, Hyatt Regency *(Admission by convention badge* ***only****)*

SATURDAY, FEBRUARY 20, 1993

7:00 a.m.	Fitness Walk and Run—Meet in Hyatt Regency Lobby
8:00–11:30 a.m.	Convention Registration—East Foyer, Palmer Auditorium
8:00–11:30 a.m.	Exhibits Open—Palmer Auditorium
9:00–10:15 a.m.	Section Meetings for Some Sections
10:30–11:45 a.m.	Section Meetings for Remaining Sections
11:45 a.m.	Adjournment
12:00 Noon– 3:00 p.m.	Special Meetings (to be announced)

TJCTA COMMITTEE MEETINGS

Thursday, February 18, 1993

Lester E. Palmer Auditorium

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee	1:00–3:00 p.m.—Meeting Room 1 East
Legislative Committee	1:00–3:00 p.m.—Meeting Room 2 East
Membership Services Committee	1:00–3:00 p.m.—Meeting Room 4 East
Publications Committee	1:00–3:00 p.m.—Meeting Room 2 West
Task Force on Long-Range Planning	1:00-3:00 p.m.—Meeting Room 4 West
Auditing Committee	2:00–3:00 p.m.—Meeting Room 1 West
Resolutions Committee	3:00–4:00 p.m.—Meeting Room 3 East
Executive Committee and all TJCTA Committee Chairpersons	4:00–5:00 p.m.—Meeting Room 1 East
Election Committee	9:00–10:00 p.m.—Meeting Room 1 East

SPECIAL MEETINGS

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, Feb. 18, 8:00 a.m.–2:00 p.m.—Texas Ballroom-I, Hyatt Regency—Chairperson: Larry C. Key, Director of Federal Projects, Division of Community and Technical Colleges, Texas Higher Education Coordinating Board

Business Computer Information Processing Office Occupations Division Directors and Chairpersons—Thursday, Feb. 18, 8:30 a.m.–1:30 p.m.—Meeting Room 5 West, Palmer Auditorium—Doris D. Patrick, Austin Community College, Chairperson

Texas Department of Criminal Justice—Thursday, Feb. 18, 9:00 a.m.–Noon—Meeting Room 4 West, Palmer Auditorium—Hugh M. Bryan, College Program Coordinator, Chairperson

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 18, 2:00–4:00 p.m.—Padre Island Room, Hyatt Regency—Paul D. Bowers, Grayson County College, President

Texas Junior College Retirees Association—Thursday, Feb. 18, 3:45–5:00 p.m.—Meeting Room 3 West, Palmer Auditorium—"Symposium on Travel: Domestic and Foreign," Mitchell Grossman, San Antonio College, President

Communications Advisory Committee, Texas Higher Education Coordinating Board—Thursday, Feb. 18, 4:30–6:30 p.m.—Meeting Room 2 East, Palmer Auditorium—Marvin R. Felder, Temple Junior College, Chairperson

Texas Community College Women Educators Association (West Texas)—Thursday, Feb. 18, 4:30–6:00 p.m.—Meeting Room 1 West, Palmer Auditorium—Sue Pardue, Odessa College, Chairperson

Project Advisory Committee on Whole Language Instruction in Office Technology—Thursday, Feb. 18, 5:30–6:15 p.m.—Board Room, Hyatt Regency—Joyce Hinds, Vernon Regional Junior College, Chairperson

Texas Post-Secondary Cosmetology Educators Association—Friday, Feb. 19, 10:30 a.m.–6:00 p.m.—Meeting Room 1 West, Palmer Auditorium—Becky Stafford, San Jacinto College–Central Campus, Chairperson

Placement Association of Texas—Friday, Feb. 19, 12:30–1:45 p.m.—Meeting Room 1 East, Palmer Auditorium—Barbara Money, Collin County Community College

National Council for Staff, Professional, and Organizational Development (NCSPOD)—Friday, Feb. 19, 12:30–1:45 p.m.—Meeting Room 4 East, Palmer Auditorium—Robert Boyd, Amarillo College, Chairperson

Environmental Science in Texas Two-Year Colleges (Discussion Group)—Friday, Feb. 19, 12:30–1:45 p.m.—Meeting Room 5 West, Palmer Auditorium—Verne Lehmberg, Lee College, Chairperson

Texas Association of Postsecondary Occupational Education Administrators (TAPSOEA)—Executive Board—Luncheon Meeting—Friday, Feb. 19, 12:30–1:45 p.m.—Texas Ballroom-VII, Hyatt Regency, Ronnie L. Glasscock, Cooke County College, President

Faculty Mentor Program—Friday, Feb. 19, 4:15–5:45 p.m.—Meeting Room 2 East, Palmer Auditorium—Willard Machen and Judy Hathcock, Amarillo College, Co-Chairpersons

Texas Mathematical Association of Two-Year Colleges (TexMATYC)—Friday, Feb. 19, 4:15–5:45 p.m.—Meeting Room 4 East, Palmer Auditorium—David Price, Tarrant County Junior College–South Campus, President

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 19, 4:15–5:45 p.m.—Big Thicket Room, Hyatt Regency—Clifford Wood, Grayson County College, State Advisor

Texas Community College Women Educators Association—Friday, Feb. 19, 4:15–5:45 p.m.—Meeting Room 4 West, Palmer Auditorium—Rosario Martinez, President

Tech-Prep Seminar—Friday, Feb. 19, 4:15–5:30 p.m.—Meeting Room 2 West, Palmer Auditorium—"The Role of Community College Faculty in the Tech-Prep Education Reform Initiative" Carrie H. Nelson, Program Director, State Coordinator for Tech-Prep, Texas Higher Education Coordinating Board

Southwest Regional Conference on English in the Two-Year College—Executive Committee—Saturday, Feb. 20, 9:00–10:15 a.m.—Meeting Room 3 East, Palmer Auditorium—Dennis P. Kriewald, Laredo Junior College, President

TEXAS JUNIOR COLLEGE ASSOCIATION

Preconvention Meeting

Thursday—February 18—1:30–4:30 p.m.

Texas Ballroom-V, Hyatt Regency Hotel

"Interviewing for the Presidency"

Presiding	Vance W. Gipson, President, Frank Phillips College
Speakers	Linus Wright, Consultant, Ray Paul Consultants
	Cheri T. Sparks, President, Howard College
	Ronnie L. Glasscock, President, Cooke County College
	Luther Bud Joyner, President, Amarillo College

Annual Luncheon Meeting

Friday—February 19—12:30–1:45 p.m.

Texas Ballroom-VI, Hyatt Regency Hotel

Presiding	Larry Stanley, President, College of the Mainland

BEST COPY AVAILABLE

CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1993 convention:

Professional, Associate, Student, and Unaffiliated Members	$ 25
Immediate Family of Registered Members *(provided the guests are not themselves eligible for professional membership)*	No charge
Guests of the Association:	
Program Speakers *(not eligible for professional membership)*	No charge
Representatives of Exhibitors *(not eligible for professional membership)*	No charge
All Others	$ 50

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO PRESENT CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Most sections will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.)

MEETING LOCATIONS ARE TENTATIVE. CONSULT OFFICIAL PROGRAM AT REGISTRATION.

ACCOUNTING

Chairperson: KATHY S. SANSOM, Lamar University–Port Arthur

Friday, 9:00 a.m.–10:30 a.m.—Meeting Room 5 East, Palmer Auditorium

"Meeting the Challenge of Change in the First-Year Accounting Course," Belverd E. Needles, Jr., Arthur Andersen & Company Alumni Distinguished Professor of Accounting, DePaul University

Saturday, 10:30–11:45 a.m.—Meeting Room 5 East, Palmer Auditorium

"Computerized Accounting—What Students Need to Learn," Susan Shaw Lanier, author, *Computerized Accounting*

AERONAUTICAL TECHNOLOGY

Chairperson: FLAVIL JOHNSON, Tarrant County Junior College–Northwest Campus

Friday, 10:45 a.m.–12:15 p.m.—Big Bend–B, Hyatt Regency

"FAA Curriculum Update: Latest Changes to Federal Aviation Regulation Part 147," LeRoy Wigfall, General Aviation District Office

Saturday, 9:00–10:15 a.m.—Big Bend–B, Hyatt Regency

"Composite Technology," Daniel Sweigard, Senior Logistics Engineer, Bell Helicopter Textron

AGING SERVICES AND EDUCATION

Chairperson: JOE T. ARRINGTON, McLennan Community College

Friday, 9:00–10:30 a.m.—Big Thicket, Hyatt Regency

"New Directions in Licensure and Education in Long-Term Care," James Tindell, Senior Education Specialist, Texas Board of Licensure for Nursing Home Administrators; and Sandy Guyn, Records Administrator, Texas Board of Licensure for Nursing Home Administrators

Saturday, 10:30–11:45 a.m.—Big Thicket, Hyatt Regency

"Education Programs for the Long-Term Care Environment: A Panel Discussion of Ideas that Work," Barbara Witt-Howell, Continuing Education Specialist, St. Philip's College

AGRICULTURE

Chairperson: RONALD D. PRESLEY, South Plains College

Friday, 10:45 a.m.–12:15 p.m.—Big Bend–C, Hyatt Regency

"The Future of Agricultural Education on the Secondary Level in Texas," The Honorable Steven A. Carriker, State Senator, 30th Senatorial District

Saturday, 9:00–10:15 a.m.—Big Bend–C, Hyatt Regency

"Goals for Agricultural Teachers for a New Era," Leland Beatty, Executive Director, Texas Rural Communities

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: IRVING D. PANZER, Houston Community College

Friday, 9:00–10:30 a.m.—Big Bend–B, Hyatt Regency

"Air Conditioning–Heating Load and Energy Calculations By Computer," William W. Smith, President, Elite Software

Saturday, 10:30–11:45 a.m.—Big Bend–B, Hyatt Regency

"System Conversions from CFCs," Martin B. Hart, Technical Sales Representative, Alco Controls Division, Emerson Electric Company

ART

Chairperson: KARMIEN C. BOWMAN, Tarrant County Junior College–Northeast Campus

Friday, 8:30 a.m.–12:30 p.m.

Tour of Archer M. Huntington Art Gallery, University of Texas

(NOTE: Transportation will depart from the east entrance of Palmer Auditorium at 8:30 a.m., and return at approximately 12:30 p.m.)

Saturday, 10:30–11:45 a.m.—Texas Ballroom–VII, Hyatt Regency

"The Paradigm Has Shifted—Are We in Step?" John Paul Batiste, Executive Director, Texas Commission on the Arts

ASSOCIATE DEGREE NURSING

Chairperson: LUCIA KISTLER, Austin Community College

Friday, 9:00–10:30 a.m.—Meeting Room 3 West, Palmer Auditorium

"Care for the Caring Nurse Scholar," Rebecca Sutter, Assistant Professor, The University of Texas School of Nursing

Saturday, 10:30–11:45 a.m.—Meeting Room 3 West, Palmer Auditorium

"Pharmacology Update: New Drugs," Dennis Beaudoin, Clinical Oncology Pharmacist, William Beaumont Army Medical Center, El Paso

AUTOMOTIVE SERVICES

Chairperson: DANIEL N. WICKWARE, Northeast Texas Community College

Friday, 9:00 a.m.–12:00 Noon—Meeting Room 2 East, Palmer Auditorium

"Anti-Lock Brake System," Willard French, President and Manager of Program Development, ATech Training, Inc.

BIOLOGY

Chairperson: ROBERT BAUMAN, Amarillo College

Friday, 9:00–10:30 a.m.—Meeting Room 5 West, Palmer Auditorium

"Ecology and Evolution of Caterpillar–Ant Symbioses," P.J. DeVries, Senior Research Fellow and Visiting MacArthur Fellow, Department of Zoology, The University of Texas at Austin

Friday, 10:45–Noon—Meeting Room 5 West, Palmer Auditorium

William C. Brown Publishers invites you to join them for a presentation in new technology. You'll see fascinating demonstrations of the CD-ROM that accompanies the 1993 revisions of *Biology, 4th Edition,* by Sylvia Mader, and *Human Anatomy and Physiology, 6th Edition,* by John Hole.

Saturday, 8:00–8:50 a.m.—Meeting Room 5 West, Palmer Auditorium

"Using the Learning Cycle Approach in Non-Majors Biology to Enhance Student Achievement," Sandra Gottfried, Professor of Biology, University of Missouri at St. Louis

Saturday, 10:30–11:45 a.m.—Meeting Room 5 West, Palmer Auditorium

"Biotechnology on a Shoestring," J. Michael Bunch, Associate Professor of Biology, Amarillo College

BUSINESS ADMINISTRATION

Chairperson: GLENDA ASLIN, Weatherford College

Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 5 East, Palmer Auditorium

"Ethics of Career Preparation by Junior Colleges," Eric O. Sandburg, Professor of Business Administration, DeVry Institute, and co-author of *Career Design Software*

Saturday, 9:00–10:15 a.m.—Meeting Room 5 East, Palmer Auditorium

"Total Quality Management," Ricky W. Griffin, Lawrence E. Fouracker Professor of Business Administration and Professor of Management, Texas A&M University

CHEMISTRY

Chairperson: ALEX KAJSTURA, Texas State Technical College–Marshall

Friday, 9:00–10:30 a.m.—Big Bend–E, Hyatt Regency

"National Science Foundation and Two-Year College Proposal Writing," Stanley Pine, Chemistry Program Director, National Science Foundation

(NOTE: The Chemistry Section and the Physics and Engineering Section will meet jointly for this presentation.)

Saturday, 9:00–10:15 a.m.—Big Bend–E, Hyatt Regency

How Can Technology Help Us Teach Chemistry More Efficiently?" J.J. Lagowski, Professor of Chemistry and Education, Department of Chemistry and Biochemistry, The University of Texas at Austin

COMPENSATORY / DEVELOPMENTAL EDUCATION

Chairperson: CARMAN WIESE, Southwest Texas Junior College

Friday, 9:00–10:30 a.m.—Meeting Room 4 West, Palmer Auditorium

"Curriculum Directions for the Next Millennium," Robert M. Hashway, Professor of Education, Grambling State University; Sanithia C. Boyd, Instructor of Business, Northeast Louisiana State University; Karen S. Cain, Senior Research Associate, Grambling State University

Saturday, 10:30–11:45 a.m.—Meeting Room 4 West, Palmer Auditorium

"Motivational Teaching Strategies," L. Irene Duke, Senior Research Associate, Grambling State University; Sanithia C. Boyd, Instructor of Business, Northeast Louisiana State University

COMPUTER CENTER DIRECTORS

Chairperson: CHARLES W. (BILL) BANE, McLennan Community College

Friday, 10:45 a.m.–12:15 p.m.—Padre Island Room, Hyatt Regency

"Connecting to THENet: Hardware/Software Problems/Solutions," John Kilgore, Communications Analyst and Designer, Office of Telecommunications Service, The University of Texas System

Saturday, 9:00–10:15 a.m.—Padre Island Room, Hyatt Regency

"THENet Services: Now That You Have THENet, What Can You Do?" John Kilgore, Communications Analyst and Designer, Office of Telecommunications Service, The University of Texas System

COMPUTER INFORMATION PROCESSING

Chairperson: JIM INGRAM, Amarillo College

Friday, 8:00–10:30 a.m.—Texas Ballroom–II, Hyatt Regency

"Technology, Teachers, Funding, and the Paradigm Shift," Dennis W. Jolly, Vice President and General Manager of Government, Education, and Medical Operation Division, Dell Computer Corporation

Saturday, 10:30–11:45 a.m.—Texas Ballroom–II, Hyatt Regency

"PC Software Planning: Where Do We Go From Here?" Larry Long, President, Long and Associates

COSMETOLOGY

Chairperson: BARBARA McKINNEY, Trinity Valley Community College

Friday, 9:00–10:30 a.m.—Meeting Room 1 West, Palmer Auditorium

"Stress Management," Jerry Magar, Associate with TAMCO, Training and Management Consultants

Saturday, 10:30–11:45 a.m.—Meeting Room 1 West, Palmer Auditorium

"NCA Spring/Summer Trend Release," Walley Zabriskie

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: DENISE ANDING, Austin Community College

Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 4 East, Palmer Auditorium

"Counseling Students With AIDS: A Panel Discussion With Students Who Are HIV-Positive," Sandy Bartlett, Community HIV Educator, AIDS Services of Austin

Saturday, 9:00–10:15 a.m.—Meeting Room 4 East, Palmer Auditorium

"Who Am I? Bringing the Past Into the Present to Plan for the Future," Sheri Weaver, Psychotherapist Associate, Pat Love Austin Family Institute

COURT REPORTING

Chairperson: MONETTE BENOIT, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Big Bend–D, Hyatt Regency

"Real Timing It in All Classrooms—Grants to Graduation," Patsy Lemaster, Professor of Real Time Caption Reporting, Coordinator of Faculty Development, Court Reporting Department, Amarillo College; and Delores Behrens, Professor of Office Education, Coordinator of Real Time Caption Reporting, Court Reporting Department, Amarillo College

Saturday, 9:00–10:15 a.m.—Big Bend–D, Hyatt Regency

"The Business and Employability of *Your* Real Time Graduates," Cheryl S. Gammon, Director, Southwest Captioning Service

CRIMINAL JUSTICE

Chairperson: RONALD WALKER, Trinity Valley Community College

Friday, 9:00–10:30 a.m.—Hill Country–A, Hyatt Regency

"Criminal Justice Education Challenges and Opportunities," Edward T. Laine, Director of Special Programs, Texas Commission on Law Enforcement Officer Standards and Education

Saturday, 10:30–11:45 a.m.—Hill Country–A, Hyatt Regency

"Preventing Educational Investigations and Program Arrest," Joan Hassenflu, Assistant to the Director of Instructional Programs, Texas Higher Education Coordinating Board

DEVELOPMENTAL READING

Chairperson: SHARON FREEMAN, San Jacinto College–Central Campus

Friday, 10:45 a.m.–12:15 p.m.—Texas Ballroom–II, Hyatt Regency

"Pink, Yellow, and Blue Reading," Cookie Ragland, Owner and Director, Therapeutic Learning Center, Part-time Instructor of Developmental Reading, San Jacinto College

Saturday, 9:00–10:15 a.m.—Texas Ballroom–II, Hyatt Regency

"X-Rated: A Reading and Writing Project for Developmental Reading," Lee Ann Morris, Gale Parker, Carolyn Poole, Ava Zinn, Instructors of Language Skills, San Jacinto College–Central Campus

ECONOMICS

Chairperson: CHLOICE SHOFNER, Midland College

Friday, 9:00–10:30 a.m.—Meeting Room 2 West, Palmer Auditorium

"Economics 101 Comes to Russia: Some Personal Reflections," Stan Brue, Professor of Economics, Pacific Lutheran University

Saturday, 10:30–11:45 a.m.—Meeting Room 2 West, Palmer Auditorium

"Computer Client/Server Environment," Tom Green, Manager of Computer Services, Shell Pipeline

ELECTRONICS

Co-Chairpersons: BOB BIXLER, Austin Community College, and GUS RUMMEL, Central Texas College

Friday, 11:00 a.m.–1:45 p.m.—Meeting Room 3 West, Palmer Auditorium

*Luncheon Meeting—**prior reservations required**. "Microcontroller Applications," Charles Melear, Manager of Advanced Micro-Controller Applications, Motorola Corporation

Friday, 6:00–8:00 p.m.—Old San Francisco Steak House, 8709 North Interstate 35 (upstairs)

*Dinner Meeting—**prior reservations required.** "Innovations in Electronics Instruction," Electronics Vendor and Publisher Representatives

Saturday, 8:00–10:00 a.m.—Meeting Room 3 West, Palmer Auditorium

*Breakfast Meeting—**prior reservations required**. "Telecommunications Technicians," Jim Shelgren, Area Manager, Technical Support Division, Southwestern Bell Telephone Company

***Meal reservations must be made in advance. Contact Gus Rummel, 1-800-792-3348, ext. 1119.**

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY (COMPUTER AIDED DRAFTING)

Chairperson: LeMOIN (PAT) PATRICK, Texas State Technical College–Waco Campus

Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 4 West, Palmer Auditorium

"Bridging the Gap Between CAD and CAM: Preparing CAD Personnel for New and Emerging Computer-Aided Manufacturing Technologies," Jim Poux and Wallace Pelton, Instructors, Mechanical Engineering Technology, Texas State Technical College–Waco

Saturday, 9:00–10:15 a.m.—Meeting Room 4 West, Palmer Auditorium

"Bridging the Gap Between CAD and CAM: Preparing CAD Personnel for New and Emerging Computer-Aided Manufacturing Technologies," Continuation of Friday Discussion

ENGLISH

Chairperson: PAUL BERAN, North Harris College

Friday, 9:00–10:30 a.m.—Meeting Room 3 East, Palmer Auditorium

"Different Voices: Composing in the Contact Zone," Joseph Trimmer, Professor of English, Ball State University

Saturday, 10:30–11:45 a.m.—Meeting Room 3 East, Palmer Auditorium

"Writing and Mapmaking: Visualizing the Rhetorical Situation," Gwendolyn Gong, Associate Professor of English, Texas A&M University

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: JOSEPH DUNWOODY, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Big Bend–E, Hyatt Regency

"Whole Language for ESL Learners," Carolyn Kessler, Director, Texas Education Agency ESL Project, and Professor of English-as-a-Second-Language, The University of Texas at San Antonio; Padraig MacEinri, Project Coordinator, Texas Education Agency ESL Project, The University of Texas at San Antonio; Rachel Walsh, Teacher Trainer Consultant, Texas Education Agency ESL Project, The University of Texas at San Antonio

FASHION MERCHANDISING

Chairperson: KAY K. HINELINE, McLennan Community College

Friday, 10:45 a.m.–1:45 p.m.

"Product Design and Research," Tour of 3M Research laboratory

(NOTE: Transportation will depart from the east entrance of Palmer Auditorium at 10:45 a.m. and return at approximately 1:45 p.m.)

Saturday, 9:00–10:15 a.m.—Meeting Room 1 West, Palmer Auditorium

"Retailing Issues and Trends for the '90s," Roundtable Discussion

FOREIGN LANGUAGE

Chairperson: RAQUEL GAVIA, Austin Community College

Friday, 9:00–10:30 a.m.—Meeting Room 1 East, Palmer Auditorium

"Rethinking Grammar Instruction," Bill VanPatten, Associate Professor of Spanish, Director of Graduate Studies, University of Illinois

Saturday, 10:30–11:45 a.m.—Meeting Room 1 East, Palmer Auditorium

"The Experience of Language Learning," Elaine K. Horwitz, Associate Professor of Curriculum and Instruction and Convener of Multilingual Studies at The University of Texas at Austin

GEOLOGY AND GEOGRAPHY

Chairperson: ABDUL QUDUS, San Antonio College

Friday, 9:00–10:30 a.m.—Meeting Room 4 East, Palmer Auditorium

"Groundwater Management in Texas," John Hall, Chairperson, Texas Water Commission

Saturday, 10:30–11:45 a.m.—Meeting Room 4 East, Palmer Auditorium

"Geology and Geography in the Mind," Terry L. Tilton, Assistant Professor of Geology, Southwest Texas State University

GOVERNMENT

Chairperson: GABRIEL UME, Palo Alto College

Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 6 West, Palmer Auditorium

"1990s: The Decade of Women in Politics," Karen O'Connor

"Why Clinton Won and the Challenges He Faces," Thomas E. Cronin, McHugh Professor of American Institutions, The Colorado College

Saturday, 9:00–10:15 a.m.—Meeting Room 6 West, Palmer Auditorium

"Truth and Lying in the 1992 Campaign," Thomas E. Patterson, Professor of Political Science, Maxwell School of Citizenship, Syracuse University

HEALTH OCCUPATIONS

Chairperson: ANN STEELE, Austin Community College

Friday, 10:45 a.m.–12:15 p.m.—Hill Country–B, Hyatt Regency

"Put Your Own Oxygen Mask On First," Toody Byrd, Director of Guidance and Student Services, Eanes Independent School District

Saturday, 9:00–10:15 a.m.—Hill Country–B, Hyatt Regency

"The Changing Faces of HIV/AIDS," Bessie Prado, Project Coordinator, FFACTS Clinic at Bexar County Hospital District

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chairperson: SARAH HERMES, Galveston College

Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 2 West, Palmer Auditorium

"Exercise and Aging," Roger Reynolds, Associate Director of Continuing Education, The Cooper Institute for Aerobic Research

Saturday, 9:00–10:15 a.m.—Meeting Room 2 West, Palmer Auditorium

"Preparing Students for Employment in the Health and Fitness Industry," V. Sue Jones, Program Coordinator in Physical Fitness Technology, North Lake College

HISTORY

Chairperson: MARGIE NOEL, Tyler Junior College

Friday, 9:00–10:30 a.m.—Texas Ballroom–V, Hyatt Regency

"Enhancing Student Interest in American History through Popular Culture, Historical Methodology, and Critical Thinking," Randy Roberts, Professor of History, Purdue University; and Linda Alkana, Professor of History, California State University at Irvine

Saturday, 10:30–11:45 a.m.—Texas Ballroom–V, Hyatt Regency

"Active Teaching and Learning," Stephen Kneeshaw, Professor and Chairperson, Department of History, College of the Ozarks

HORTICULTURE

Chairperson: MARK J. SCHUSLER, Tarrant County Junior College–Northwest Campus

Friday, 9:00–10:30 a.m.—Big Bend–A, Hyatt Regency

"Native Landscape Plants," Pat McNeal, Nursery Manager, Texas Native Nursery, Inc., Austin

Saturday, 10:30–11:45 a.m.—Big Bend–A, Hyatt Regency

"Landscape and Irrigation Design Using Computer Aided Drafting," Jim Stepter, Vice President, Teaching Systems, Inc.

LEARNING RESOURCES

Chairperson: GEORGE TEOH, Houston Community College

Friday, 10:45 a.m.–12:15 p.m.—Hill Country–A, Hyatt Regency

"OCLC Reference and Resource Sharing Services in Texas," Barbara L. Nicholls, AMIGOS OCLC Product Information Manager, AMIGOS Bibliographic Council, Inc.

Saturday, 9:00–10:15 a.m.—Hill Country–A, Hyatt Regency

"Performance Standards, Strategic Planning and Accreditations: How the LRC Can Comply With SACS Guidelines," Margaret Peloquin, Head Librarian, Austin Community College, Riverside Campus; and Cary Sowell, Head Librarian, Austin Community College, Northridge Campus

LEGAL ASSISTANT

Chairperson: PAT LEDBETTER, Cooke County College

Friday, 10:45 a.m.–12:15 p.m.—Big Bend–A, Hyatt Regency

"Placement and Internships: Problems and Solutions," Carole Olson, Coordinator, Legal Assistant Program, El Centro College

Saturday, 9:00–10:15 a.m.—Big Bend–A, Hyatt Regency

"United We Stand, Divided We Fall: United Education Systems for Paralegals," Susan K. Stoner, Dean, Southeastern Paralegals Institute and Editor, Mathew Bender Texas Legal Education Series

MATHEMATICS

Chairperson: KEN STEVENSON, Bee County College

Friday, 9:00–10:30 a.m.—Meeting Room 6 West, Palmer Auditorium

"Earth Algebra: College Algebra with Applications to Environmental Issues," Christopher Schaufele, Professor of Mathematics, Kennesaw State College; and Nancy Zumoff, Professor of Mathematics, Kennesaw State College

Saturday, 10:30–11:45 a.m.—Meeting Room 6 West, Palmer Auditorium

"Attrition Rate: Should We Be Concerned?" Panel Discussion, Chris Bolt, Instructor of Mathematics, Eastfield College; Therese Jones, Instructor of Mathematics, Amarillo College; Robert Northcutt, Professor of Mathematics, Southwest Texas State University; David Sanchez, Instructor of Mathematics, San Antonio College; John Thomason, Instructor of Mathematics, Bee County College

MUSIC

Chairperson: JAMES LEE, Bee County College

Friday, 10:45–12:15 p.m.—Panhandle Island Room, Hyatt Regency

"Use of the Guitar in the Classroom," Roger Bennett, Chairperson, Fine Arts Division, Brookhaven College

OFFICE TECHNOLOGY

Chairperson: THERESA CAPRETTA, Tomball College

Friday, 9:00–10:30 a.m.—Texas Ballroom–VI, Hyatt Regency

"Windows, Windows: What's All the Fuss About?" Marly Bergerud, Dean, Business Science Division, Saddleback College, Mission Viejo, California

Saturday, 10:30–11:45 a.m.—Texas Ballroom–VI, Hyatt Regency

"The Impact of Computer Technology on Medical, Office Management," Brian Benesford and A. J. Cabrera, Sales Representatives, Med + One Corporation; Camille Pittman, Office Administration Instructor, Tomball College; and Judy Pate, Office Administration Instructor, Tomball College

PHILOSOPHY

Chairperson: BERNARD J. MAHONEY, Houston Community College

Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 3 East, Palmer Auditorium

"How To Make a Moral Choice: Some Problems in Health Care," Bernard J. Mahoney, Instructor of Philosophy, Houston Community College; Mary Claire Mahoney, Director of Palliative Care, Herman Hospital, Houston; David Bragg, Attorney, Governor's Task Force on Nursing Homes

Saturday, 9:00–10:15 a.m.—Meeting Room 2 East, Palmer Auditorium

"How To Make a Moral Choice: Some Issues in Health Care for Infants," Rex Peebles, Instructor of Government and Philosophy, Austin Community College; Danny Ursery, Professor of Philosophy, St. Edward's University

PHYSICS AND ENGINEERING

Chairperson: JERRY FULLER, Kilgore College

Friday, 9:00–10:30 a.m.—Big Bend–E, Hyatt Regency

"National Science Foundation and Two-Year College Grant Proposal Writing," Stanley Pine, Chemistry Program Director, National Science Foundation

(NOTE: The Chemistry Section and the Physics and Engineering Section will meet jointly for this presentation.)

Saturday, 10:30–11:45 a.m.—Big Bend–E, Hyatt Regency

"Recent Trends in Teaching Introductory Physics," Raymond A. Serway, Professor of Physics, James Madison University

PSYCHOLOGY

Chairperson: DEANN C. MERCHANT, Amarillo College

Friday, 9:00–10:30 a.m.—Meeting Room 6 East, Palmer Auditorium

"Sex, Drugs, and Rock & Roll: Teaching Sensitive Topics to a Diverse Student Body," Robert S. Feldman, Professor of Psychology, University of Massachusetts at Amherst

Saturday, 10:30–11:45 a.m.—Meeting Room 6 East, Palmer Auditorium

"Psychobabble and Biobunk: Helping Students Think Critically About Psychology in the Media," Carol Tavris, author, *The Mismeasure of Woman*

RADIO/TELEVISION AND MEDIA

Chairperson: JERRY V. ZUMWALT, Navarro College

Friday, 9:00–10:30 a.m.—Big Bend–D, Hyatt Regency

"How To Obtain a Grant to Produce a Live Teleconference on Your Campus," Henry Hartman, Director, State of Texas Academic Resources Link (STARLINK)

Saturday, 10:30–11:45 a.m.—Big Bend–D, Hyatt Regency

"Combining Disciplines: The Impact of the Common Course Numbering System on Radio/Television, Media and Journalism, Under the Rubric of Communications," Roundtable Discussion

REAL ESTATE

Chairperson: JOHNNIE L. ROSENAUER, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 1 East, Palmer Auditorium

"Removing the Shroud: Facts About the Licensing Exam," Nancy Hendricks, Chief Examiner, Texas Real Estate Commission

Saturday, 9:00–10:15 a.m.—Meeting Room 1 East, Palmer Auditorium

"Roundtable Discussion and Responses to TREC Survey," Johnnie L. Rosenauer, Moderator

REGISTRARS AND ADMISSIONS OFFICERS

Chairperson: WANDA SIMPSON, San Jacinto College–North Campus

Friday, 8:00–10:30 a.m.—Panhandle Room, Hyatt Regency

"Update on TASP, Residency and Auditing Issues from the Texas Higher Education Coordinating Board and the State Auditor's Office," Joan Matthews, Director of Special Projects, Higher Education Coordinating Board; Dick Dinan, Supervising Auditor, State Auditor's Office; Mattye Keeling, Assistant State Auditor, State Auditor's Office

Saturday, 10:30–11:45 a.m.—Panhandle Room, Hyatt Regency

"Roundtable Discussion of the Student Right-To-Know Act, Performance Measures, Common Course Numbering System and Question-and-Answer Session," Moderator Dale E. Hardgrove, Registrar, San Jacinto College–Central Campus

SOCIOLOGY AND ANTHROPOLOGY

Chairperson: DORIS STEVENS, McLennan Community College

Friday, 10:45 a.m.–12:15 p.m.—Hill Country–C, Hyatt Regency

"'Inquiring Minds Want To Know'—and To Do: Teaching Sociology Through Applications," Laurence Basirico, Associate Professor of Sociology, Elon College, Elon, North Carolina

Saturday, 9:00–10:15 a.m.—Hill Country–C, Hyatt Regency

"Family Relationships," Betty Yorburg, Professor of Sociology, City College and Graduate Center, New York

SPEECH AND DRAMA

Chairperson: DARLYNE ERVIN, Odessa College

Friday, 10:45 a.m.–12:15 p.m.—Texas Ballroom–V, Hyatt Regency

"Political Correctness in Speech Communication Education," John J. Makay, Professor and Chairperson, Department of Interpersonal Communication, Bowling Green State University, Bowling Green, Ohio

Saturday, 9:00–10:15 a.m.—Texas Ballroom–V, Hyatt Regency

"Current Trends in Technical Theater," Amarante Lucera, Professor of Theater, The University of Texas at Austin

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)

President: LINDLE D. GRIGSBY, Brookhaven College

Program Chairperson: DONETTA GOODALL, Austin Community College

Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 6 East, Palmer Auditorium

"Making the Difference: The Relevance of Total Quality to Continuing Education," James R. Norwood, Owner, Chief Consultant, The Quality Alternative

Saturday, 9:00–10:15 a.m.—Meeting Room 6 East, Palmer Auditorium

TACEC/JC Business Meeting, Planning for 1994 Section Meeting

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

President: JERRY BARTON, South Plains College

Program Chairperson: PATRICIA C. WILLIAMSON, Austin Community College

Friday, 9:00–10:30 a.m.—Padre Island, Hyatt Regency

"You Don't Have To Be a Lobbyist to Make a Difference in Austin," The Honorable Bill Ratliff, State Senator, 1st Senatorial District

Saturday, 10:30–11:45 a.m.—Padre Island, Hyatt Regency
"Where Do We Stand? An Update on the Americans With Disabilities Act," Elliott Zirkle, Project Director, Texas Transition Task Force

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: JOHN C. RAY, Brazosport College
President-Elect: STEVE ELLIS, Collin County Community College
Thursday, 4:00–5:30 p.m.—Big Thicket, Hyatt Regency
TAJCCIA Executive Committee Meeting
Friday, 8:30 a.m.–12:30 p.m.—Texas Ballroom–I, Hyatt Regency
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30–9:00 a.m.—Registration
9:00–11:00 a.m.—"Critical Issues Facing America's Community Colleges," Albert Lorenzo, President, Macomb Community College, Warren, Michigan
11:15 a.m.–12:30 p.m.—"Legislative Update," Stanton Calvert, Executive Director, Texas Public Community/Junior College Association
Saturday, 8:30–11:00 a.m.—Texas Ballroom–I, Hyatt Regency
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30–9:00 a.m.—Registration
9:00–10:15 a.m.—"Update from the Coordinating Board," Dale Campbell, Assistant Commissioner, Community and Technical Colleges Division, Texas Higher Education Coordinating Board
10:15–11:00 a.m.—TAJCCIA—Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: RONNIE L. GLASSCOCK, Cooke County College
Friday, 8:30 a.m.–Noon—Texas Ballroom–I, Hyatt Regency
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30–9:00 a.m.—Registration
9:00–11:00 a.m.—"Critical Issues Facing America's Community Colleges," Albert Lorenzo, President, Macomb Community College, Warren, Michigan
11:15 a.m.–Noon—"Legislative Update," Stanton Calvert, Executive Director, Texas Public Community/Junior College Association
Saturday, 8:30–10:15 a.m.—Texas Ballroom–I, Hyatt Regency
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30–9:00 a.m.—Registration
9:00–10:15 a.m.—"Update from the Coordinating Board," Dale Campbell, Assistant Commissioner, Community and Technical Colleges, Texas Higher Education Coordinating Board

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCCDEA)

Chairperson: GORDON D. BACON, Central Texas College
Friday, 9:00–10:30 a.m.—Hill Country–C, Hyatt Regency
"What's New With You? Program Information Sharing and Discussion With DPS," Gail Spear, Director, Child Development Center, Austin Community College; and Gordon Bacon, Director, Child Care Center, Central Texas College
Saturday, 10:30–11:45 a.m.—Hill Country–C, Hyatt Regency
Panel Discussion: "Update on Child Care Development in Texas," Gail Spear, Director, Child Development Center, Austin Community College; and Gordon Bacon, Director, Child Care Center, Central Texas College

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

Chairperson: RUSSELL KUNZ, Collin County Community College–Spring Creek Campus
Thursday, 11:30 a.m.–5:00 p.m.—Austin Community College District Office Board Room, southeast corner of Highland Mall parking lot
"Total Quality Management in Colleges—Education and College Organization Structure," Art Lacy, Director of Human Resources Development, Defense Systems and Electronics Group Division, Texas Instruments
Friday, 9:00–10:30 a.m.—Hill Country–B, Hyatt Regency
"Motivating the Marginal Management Student," James McHugh, Associate Professor of Business Administration, St. Louis Community College–Forest Park
Saturday, 10:30–11:45 a.m.—Hill Country–B, Hyatt Regency
Discussion with Jon Hittman, Program Coordinator, Texas Higher Education Coordinating Board
TJCMEA Business Meeting

WELDING

Chairperson: JAMES E. CRUNK, St. Philip's College
Friday, 10:45 a.m.–12:15 p.m.—Big Thicket, Hyatt Regency
Panel Discussion: "Reporting to the Coordinating Board Employment and Education Outcomes of Students," Theodore R. Williams, Associate Program Director, Community and Technical Colleges, Texas Higher Education Coordinating Board
Saturday, 9:00–10:15 a.m.—Big Thicket, Hyatt Regency
Panel Discussion: "Reporting to the Coordinating Board Employment and Education Outcomes of Students," Jon Hittman, Associate Program Director, Community and Technical Colleges, Texas Higher Education Coordinating Board

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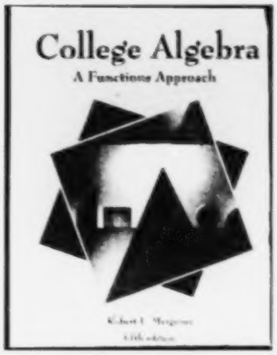
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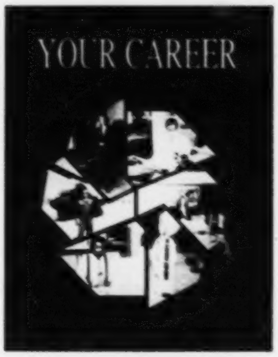
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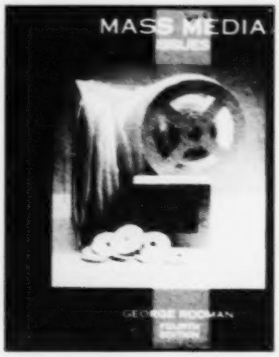
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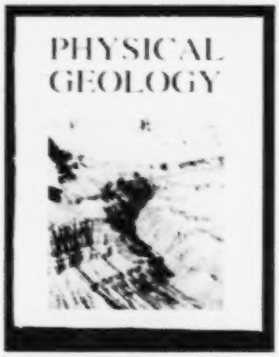
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JOHN HALL TO ADDRESS GEOLOGY SECTION

John Hall

Terry L. Tilton

John Hall, chair of the Texas Water Commission, will address the Geology and Geography Section during the Friday session. Mr. Hall brings with him a distinguished record in geological and environmental concerns. Before coming to the Texas Water Commission, he was senior director of the Conservation and Environmental Quality Divisions for the Lower Colorado River Authority, where he was instrumental in obtaining LCRA Board approval of the Lake Travis Non-Point Source Pollution Control Ordinance, the first such ordinance by a river authority in Texas. He also spearheaded the development of a comprehensive program to clean up the Colorado River, an effort which has received national recognition.

Mr. Hall has also served as senior deputy commissioner at the General Land Office, where he coordinated several environmental initiatives, and special assistant and deputy campaign director for Senator Lloyd Bentsen. In addition, he has served as a staff assistant for the Office of Intergovernmental Affairs at the White House during the presidency of Jimmy Carter. Mr. Hall earned the Bachelor of Arts degree from Sam Houston State University and was graduated *summa cum laude* from the Lyndon Baines Johnson School of Public Affairs, in Austin.

Saturday's session will feature Terry L. Tilton, assistant professor of geology at Southwest Texas State University in San Marcos. Dr. Tilton is currently studying upper Cretaceous and tertiary sedimentary deposits, stratigraphy and geologic mapping in southern Utah and south-central Mexico. Also he is researching micropaleontology of the Edwards Limestone in central Texas. His presentation is entitled "Geology and the Geography of the Mind."

COMPUTER INFORMATION PROCESSING SECTION SCHEDULES PROGRAM

The Computer Information Processing Section will host Dennis W. Jolly for its Friday morning meeting. Mr. Jolly is vice president and general manager of the government, education, and medical operating division of Dell Computer Corporation. In this position, he is responsible for maintaining and cultivating Dell's one-on-one relationships with U.S.-based customers in federal, state, and local governments and in the education and medical fields. Mr. Jolly received the Bachelor of Science and Master's degrees from Southern Illinois University.

Dennis W. Jolly

Saturday, Larry Long will speak about "PC Software Planning: Where Do We Go From Here?" Dr. Long is a lecturer, author, consultant, and educator in the computer and information services fields. He has written over 30 books on a broad spectrum of computer/MIS-related topics. Dr. Long has addressed a breadth of management, computer, and MIS issues in his executive seminars. He has served as a consultant to all levels of management in over 200 companies, representing virtually every major type of industry. He has over 25 years of classroom experience at IBM, the University of Oklahoma, Lehigh University, and the University of Arkansas, where he continues to be an active leader. He received his Bachelor's, Master's, and Ph.D. degrees in industrial engineering at the University of Oklahoma and holds certification as a C.D.P. and a Professional Engineer.

NOTED BIOLOGIST TO ADDRESS SECTION

Sandra Gottfried

Michael Bunch

The Biology Section will meet Friday at 9:00 a.m., to hear P. J. DeVries discuss "Ecology and Evolution of Caterpillar–Ant Symbiosis." Dr. DeVries is the Senior Research Fellow and Visiting MacArthur Fellow in the Department of Zoology at The University of Texas at Austin.

Saturday morning, biology section participants will enjoy a breakfast session which will feature Sandra Gottfried. Dr. Gottfried is a biology professor at the University of Missouri at St. Louis. With a doctorate in science education, she has a keen understanding of education, the learning process, and students today. Her topic is entitled "Using the Learning Cycle Approach in Non-Majors Biology to Enhance Student Achievement." The learning cycle approach of exploration, concept introduction, and application helps both concrete and formal learners construct meaning in a hands-on, investigative manner. The learning cycle approach will be explained and sample learning cycle exercises will be distributed.

At 10:30 a.m., Saturday, the Biology Section will present Michael Bunch, associate professor of biology at Amarillo College. He will "Biotechnology on a Shoestring."

FOREIGN LANGUAGE SECTION TO MEET

Bill VanPatten

Elaine K. Horwitz

Bill VanPatten, associate professor of Spanish at the University of Illinois at Urbana–Champaign, will lead the Foreign Language Section in its Friday meeting. Dr. VanPatten is the director of graduate programs in Spanish, Italian, and Portuguese at the University of Ilinois. His research interests include second language acquisition theory and research, input and input processing in second language acquisition, and the acquisition of Spanish as a first or second language.

He has published widely in such journals as *Hispania*, *Studies in Second Language Acquisition*, *Language Learning*, and the *Modern Language Journal*. He has been coauthor of two first-year university level Spanish texts and is the principal author of two recently published textbooks, *¿Sabias Que...?* and *Destinos*.

In his presentation, Dr. VanPatten will address the issue of teaching grammar while keeping a focus on communication in the foreign language classroom. Specifically, he will demonstrate two innovations in the teaching of grammar: structured input and structured output activities. He will offer evidence for their effectiveness and will provide guidelines for those who wish to create their own activities of this sort.

On Saturday, Elaine K. Horwitz, associate professor of curriculum and instruction and convener of multilingual studies at the University of Texas at Austin, will discuss "The Experience of Language Learning." Her presentation will examine classroom language learning from the student's perspective. Specifically, it will consider learners' beliefs about language learning, their emotional reactions to language learning, and their advice to language teachers.

Dr. Horwitz has extensive experience teaching foreign language on the secondary and college levels and is a consultant for many foreign language programs. Her 1991 book with Dolly Young, *Language Anxiety: From Theory and Research to Instructional Implications*, is considered the seminal work to date on foreign language anxiety. Recently, Dr. Howwitz was the foreign language consultant for the Teach for America program.

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TOPICS AND SPEAKERS ANNOUNCED FOR SECTION MEETINGS

John Paul Batiste

Rebecca Sutter

Jerry Magar

Walley Zabriskie

Joseph Trimmer

Gwendolyn Gong

Thomas E. Cronin

Thomas E. Patterson

Roger Bennett

Laurence A. Basirico

Betty Yorburg

Albert L. Lorenzo

ART

On Friday, members of the Art Section will participate in a field trip to the Archer M. Huntington art gallery, located in the Harry Ransom Center, at the University of Texas. During their tour the group will see the Michner Collection, "Fragments of the Journey," by Lilian Porter. Also, the group will view "Etchings from Origins to the Revival," in the University Art Building.

Saturday, John Paul Batiste, executive director of the Texas Commission on the Arts, will offer a presentation entitled, "The Paradigm Has Shifted—Are We in Step?" Mr. Batiste is an expert in organizational development and assessment. He is currently a member of the Board of Directors of the American Council for the Arts and the Mid-America Arts Alliance. He has served as a board member of numerous national agencies and commissions. Mr. Batiste has served as a panelist with the National Endowment for the Arts States Program Panel and Expansion Arts Panel, and as an evaluation consultant for NEA projects.

ASSOCIATE DEGREE NURSING

Rebecca Sutter will be the speaker for the Associate Degree Nursing Section's Friday session. Her topic, "Care for the Caring Nurse Scholar," will focus on the needs of professional nurses. Ms. Sutter has been published widely, and is a sought-after lecturer and educator, speaking to groups across the country. Currently, she is an assistant professor, and clinical nurse specialist, in the School of Nursing at The University of Texas at Austin.

Saturday's session will feature Dennis Beaudoin, clinical oncology and investigational new drug pharmacist at William Beaumont Army Medical Center, in El Paso. A major in the United States Army Medical Service Corps, Mr. Beaudoin also teaches in the health education program at El Paso Community College. His topic for Saturday's session is "Pharmacology Update: New Drugs."

AUTOMOTIVE SERVICES

Friday's Automotive Section Meeting will feature a presentation by Willard French. As president of ATech Training, Inc., as well as its manager of program development, Mr. French has become an expert in specialized electronic training. He was an instructor at the General Motors Training Center, educational co-chairperson of the National Automotive Advisory Committee of the Industrial Planning Council, and an automotive instructor at the Massachusetts Bay Community College. He received his Master's degree in education from the Fitchburg State College in Fitchburg, Mass. Mr. French will discuss the "Anti-Lock Brake System."

Due to the three-hour section meeting on Friday, there will be no meeting of the Automotive Services Section on Saturday.

COSMETOLOGY

Friday's meeting of the Cosmetology Section will feature a presentation by Jerry Magar, director of Marketing for TAMCO Training and Marketing Management Consultants. Mr. Magar has been training adults for the past five years, with an emphasis on personal development in such areas as leadership, self-esteem, stress management, and customer relations. He has done work in course development, classroom facilitation, sales and marketing, as well as training and consulting sessions with the Resolution Trust Corporation, ARCO International, and Texas Instruments, among others.

Walley Zabriskie will be the group's speaker Saturday. Owner of a six-chair salon, Ms. Zabriskie has been a stylist for 27 years. She is a member of the National Cosmetology Association and third vice president of the Texas Cosmetology Association. She was an examiner at the Lone Star Style Committee Exam, and a judge for student haircutting and finishing, in Tyler. Ms. Zabriskie is a member of the Lone Star Style Team of Texas. Her articles have been published in *American Salon* and *Modern Salon*. Ms. Zabriskie will discuss "NCA Spring/Summer Trend Release."

COURT REPORTING

The Friday meeting of the Court Reporting Section will be led by Patsy Lemaster and Delores Behrens. Ms. Lemaster is professor and director of real-time caption reporting and coordinator of Faculty Development for the Court Reporting Department at Amarillo College. She has 20 years of experience in post-secondary education. She was the project director for real-time caption reporting of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Delores Behrens is chairperson of the Office Occupations Department at Amarillo College, as well as the department coordinator for individualized instruction. With 27 years of teaching experience, she is a popular speaker for such groups as the Texas Education Agency, high schools, and civic and community organizations. She was a textbook consultant for South-Western Publishing Co. Friday's topic is "Real-timing It in All Classrooms: Grants to Graduation."

Saturday's speaker is Cheryl S. Gammon, director of captioning services for Southwest Captioning Service. She has been a convention speaker at the National Court Reporters Association, in Chicago, and the Association of Higher Education and Disability, in Minneapolis. Ms. Gammon will discuss the business and employability of real-time graduates.

ENGLISH

Members of the English Section will hear Joseph F. Trimmer at their Friday session. Dr. Trimmer is professor of English at Ball State University, where he currently teaches courses in writing on fiction and cross-cultural literature. He has published numerous articles on American life and literature, directed international scholars' workshops at the Smithsonian Institution, and consulted on *Middletown*, a six-art film series that aired on

CBS. His books include *Writing with a Purpose, The Riverside Reader*, and *Fictions*. His talk will focus on the poetics and politics of representation as they are exhibited in American autobiographies and cultural narratives, in particular Le Ly Hayslip's *When Heaven and Earth Changed Places: A Vietnamese Woman's Journey from War to Peace*.

Saturday's session will feature Dr. Gwendolyn Gong, associate professor of English at Texas A&M University. Her topic is entitled, "Writing and Mapmaking: Visualizing the Rhetorical Situation."

GOVERNMENT

The Government Section will meet Friday to hear Karen O'Connor, professor of political science at Emory University, and Thomas Cronin, McHugh Professor of American Institutions at The Colorado College. Dr. O'Connor will discuss "The 1990s: The Decade of Women in Politics." Dr. Cronin, who has written numerous books and lectured in 49 states, will consider "Why Clinton Won and the Challenges He Faces."

Saturday's session will feature Thomas E. Patterson, professor and past chair of the Department of Political Science in the Maxwell School of Citizenship at Syracuse University. Dr. Patterson will discuss "Truth and Lying in the 1992 Campaign."

MUSIC

The Music Section will enjoy a presentation by Roger Bennett, chair of the Fine Arts Division at Brookhaven College. Mr. Bennett has been associated with Texas community colleges as a music educator and administrator for over 15 years. He is the founder and director of Artists in the Schools (AIS). AIS serves the Central Texas and Dallas area elementary and secondary schools with fine arts presentations, including music, poetry and literature, dance, living histories, and the visual arts.

Accompanied by Nancy Bales, professional accompanist and educator, Mr. Bennett will demonstrate the use of the guitar in the classroom. This presentation will include discussion, demonstrations, and question and answer sessions. Also, a volunteer will be requested from the group to show how easy it is to learn to play the guitar.

SOCIOLOGY AND ANTHROPOLOGY

The Friday meeting of the Sociology and Anthropology Section will feature Laurence A. Basirico, associate professor of sociology at Elon College, in Elon, North Carolina. His presentation is entitled, "'Inquiring Minds Want To Know—and To Do: Teaching Sociology Through Applications."

Saturday's session will include a presentation by Betty Yorburg, professor of sociology at City College and Graduate Center, in New York City. Dr. Yorburg's address is, "Family Relationships."

TAJCCIA/TAPSOEA

Albert L. Lorenzo will address the Friday morning session jointly conducted by the Texas Association of Junior and Community College Instructional Administrators and the Texas Association of Post-Secondary Occupational Education Administrators. Dr. Lorenzo is president of Macomb Community College, in Warren, Michigan. Since assuming that office, he has helped Macomb grow to become one of America's largest multi-campus community colleges and the fourth largest grantor of associate degrees in the United States.

President Lorenzo comes from a business-oriented background. He began his professional life in public accounting, later teaching on the faculty at Macomb Community College. He served as the college's business manager, controller, and vice president for business before becoming the college's fourth president in 1979.

Dr. Lorenzo's pragmatic approach to leadership and organizational issues has been the focus of a number of publications and national speaking engagements. He is currently contributing to two books on "Critical Issues Facing America's Community Colleges." The acknowledged success of Macomb Community College coupled with his many professional contributions have received wide recognition, including a national "President of the Year" award. He was identified in a recent study as one of the country's top 50 community college CEOs, and is a recipient of the national "Tom Peters Leadership Award."

Cookie Ragland

Left to Right: Ava Zinn, Lee Ann Morris, Carolyn Poole, Gale Parker

DEVELOPMENTAL READING SECTION PLANS PROGRAM

Cookie Ragland, owner and director of Therapeutic Learning Center, in Houston, and part-time instructor of remedial reading at San Jacinto College, will speak at the Developmental Reading Section meeting Friday morning. Ms. Ragland has over 20 years of teaching experience in a variety of settings, including public schools, hospitals, and higher education. The topic of her presentation is "Pink, Yellow, and Blue Reading."

Saturday, the meeting will feature a panel discussion entitled "X-Rated: A Reading and Writing Project for Developmental Reading." Panel members will be Lee Ann Morris, Gale Parker, Carolyn Poole, and Ava Zinn. These four developmental reading teachers at San Jacinto College will explain how they are using controversial texts, such as *Go Ask Alice, Chocolate War*, and *Huckleberry Finn* to encourage critical reading and writing by their developmental students.

BUSINESS AND EDUCATION PERSPECTIVE TO BE PRESENTED AT ECONOMICS SECTION MEETING

The Friday meeting of the Economics Section will feature a presentation by Stanley L. Brue, professor of economics at Pacific Lutheran University.

Stanley L. Brue

Professor Brue is national president-elect and a member of the international executive board of Omicron Delta Epsilon international honor society in economics. He is co-author of *Economics*, 12th edition (McGraw-Hill); *The Evolution of Economic Thought*, 4th edition (Harcourt Brace Jovanovich), and *Economic Scenes: Theory in Today's World*, 5th edition (Prentice-Hall).

Economics, coauthored with Campbell R. McConnell, is the nation's best selling university economics textbook. There are Canadian and Australian adaptations of the book, and it has been translated into Russian, French, Italian, Spanish, and other languages. In 1992, the Russian-language edition of *Economics* became the standard text used for the beginning course throughout Russia. For his co-presentation of a June 1992 course in market economics for 70 Russian economics professors, he is the recipient of one of the Freedom Foundation's 1993 Leavey awards for excellence in private enterprise education.

Tom Green, manager of computer services for Shell Pipeline Corporation, will address the Economics Section on Saturday. Mr. Green has held numerous assignments in engineering, operations, and business planning for Shell Corporation. Recently he was division manager for Shell Pipeline in Midland, where he was responsible for all pipeline operations in West Texas, New Mexico, Colorado, Wyoming, and Montana.

Tom Green

Mr. Green's presentation will address the recent trend toward developing computer systems on a client/server platform, rather than in the traditional mainframe environment. Systems applications are now being programmed to take advantage of communications links that not only capitalize on the processing capacity of the server, but also efficiently use the processing power of personal computers connected through fiber optics communications links. These developments offer advantages in cost and maintenance, and are easier to modify in the future.

Computer systems under development at Shell will be discussed, including a system for electronically transmitting and calculating volumes of commodities shipped through the company's pipeline systems; a system for managing compliance with governmental regulations; and a system for arranging data in the strategic database into useful information for making business decisions.

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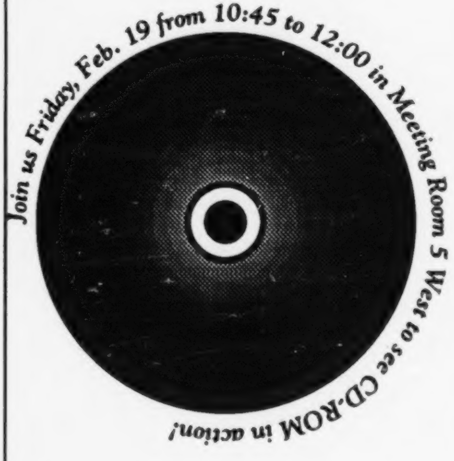
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Please join us in our booth for coffee and a danish from 8-10 a.m. Friday, February 19.

FINANCIAL PLANNING SEMINAR PLANNED

Dale Konicek

Beth Hearn

For the twelfth consecutive year, TJCTA members attending the annual convention will have an opportunity to gain practical and useful information concerning personal finances. The Financial Planning Seminar will take place in Meeting Room 6 West in Palmer Auditorium at 7:30 a.m. and again at 12:30 p.m. Leading this year's Financial Planning seminar will be Dale Konicek and Beth Hearn. Mrs. Hearn is a registered representative at Waddell and Reed Financial Services. She currently operates her own financial consulting practice in Huffman, Texas. She has both a business and education background. She held a bank officer's position before and during her financial consulting practice. In addition, she has worked as a loss prevention analyst and consumer complaint investigator and mediator.

Mrs. Hearn has taught at Houston Community College and North Harris College. She has also conducted seminars with groups of all sizes on subjects including financial planning, management issues, and job search skill workshops.

Mrs. Hearn holds a Master of Science degree in consumer affairs and education from Oklahoma State University. She is also a certified financial planner and a registered investment advisor.

Dale Konicek is also a registered representative at Waddell and Reed Financial Services. He currently operates his own financial and training consulting practices in Houston. He has worked as a training consultant, analyst, and supervisor in a number of companies. He has taught at the University of Houston, Houston Community College, Sam Houston State University, and Blinn College.

Dr. Konicek received the Bachelor's of Business Administration degree from Kent State University, where he majored in human resource management. He received his Master's in business administration from the University of Houston at Clear Lake, and his Ph.D. in curriculum and instruction from Texas A&M University.

Dr. Konicek has spoken at numerous conferences and conventions throughout the state of Texas on a variety of subjects, including financial planning, management and training, and development issues.

Plans for this year's Financial Planning Seminar were developed by the TJCTA Membership Services Committee, chaired by Anna Holston, Central Texas College.

RETIREMENT ISSUES TO BE TOPIC OF SEMINAR

Lorraine H. Clark

A seminar for all TJCTA members interested in learning more about retirement issues will be conducted at this year's convention. The session will begin at 7:30 a.m., Friday, February 19. The seminar will be repeated at 12:30 p.m., the same day. Both sessions will be held in Meeting Room 5 East at the Lester E. Palmer Auditorium.

The seminar will be led by Lorraine H. Clark, the associate area representative for workers equity for the American Association of Retired Persons (AARP).

After earning the bachelor's degree in psychology from Duke University, Ms. Clark went on to receive her master's and Ph.D. degrees in Guidance and Counseling from East Texas State University.

Ms. Clark is a licensed professional counselor. She is past-president of the Commission on Middle-Aged and Older Persons, Texas Association for Counseling and Development.

This presentation will cover a range of issues involved in retirement.

KATHY LEWIS TO SPEAK AT INSURANCE SEMINAR

Kathy Lewis

On Friday, Feb. 19, the Membership Services Committee of TJCTA, chaired by Anna R. Holston, Central Texas College, will present an Insurance Seminar, featuring Kathy Lewis, assistant director of the Higher Education Insurance Program of the Employees Retirement System of Texas. The session is scheduled to begin at 4:15 p.m., in Meeting Room 6 West at the Lester E. Palmer Auditorium, in Austin.

For a number of years, Ms. Lewis directed the college and university staff insurance program when it was administered by the Texas Higher Education Coordinating Board. She transferred to the Employees Retirement System when the Legislature moved the program to that agency.

In her current capacity, she is considered by many to be the leading expert in the state on issues regarding higher education insurance.

Ms. Lewis will discuss a range of issues involving faculty insurance. Following her presentation, there will be time for questions from the audience.

BUSINESS DIVISION AND SECTION CHAIRPERSONS CONFERENCE PLANNED

Marly Bergerug

The Business Division and Department Chairpersons Conference is planned for Thursday, February 18. Registration is scheduled to begin at 8:30 a.m.. The opening session will be at 9:00 a.m. and will feature a presentation by Jon Hittman, associate program director at the Texas Higher Education Coordinating Board.

At 9:30 a.m., the topic of the second session will be "Moving Business Education into a New Era." The guest speaker will be Marly Bergerud, dean of the business science division of Saddleback College in Mission Viejo, California.

The third session, beginning at 11:00 a.m., will be on "Competency Based Instruction," presented by Ronald P. Kern, dean of instructional services, professor of computer science, and coordinator of competency-based instruction project at Odessa College.

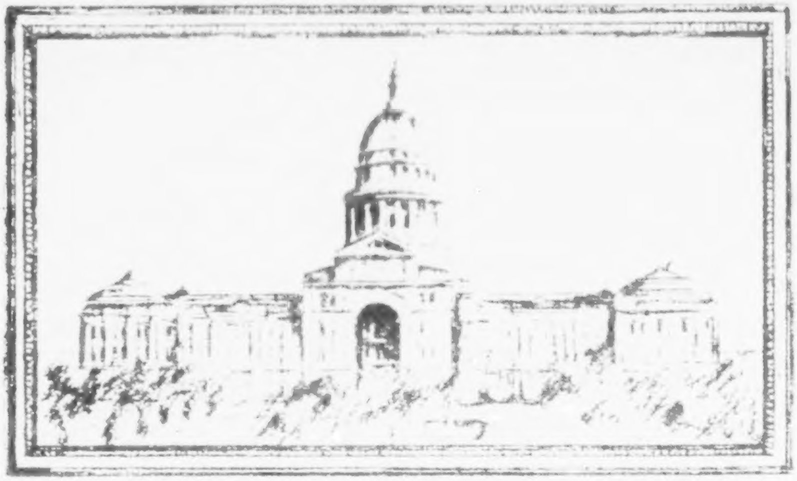
The luncheon session will feature Tobin Quereau, division chairperson for human resources development at Austin Community College. His topic will be "Good Time Management."

Reservations for the luncheon must be made by February 10. For reservations or additional information, contact Doris D. Patrick, Austin Community College, at Area Code 512, 495-7169.

PROGRAM TO HIGHLIGHT TECH-PREP REFORM INITIATIVE

Carrie Nelson, program director for instructional programs in the community colleges and technical institutes division of the Texas Higher Education Coordinating Board, will speak at a special seminar Friday, Feb. 19, at 4:15 in Meeting Room 2 West, in Palmer Auditorium. She will offer an overview of the tech-prep reform intitiative with an emphasis on the critical role of community college academic and technical faculty in curriculum development, integration, workplace skills, transfer, and teaching methodology.

Dr. Nelson is the state coordinator of the tech-prep high school and associate degree program intitative, which is a partnership inititative of the Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce to develop a comprehensive approach for statewide implementation of these programs.



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MATHEMATICS SECTION ANNOUNCES TOPICS

Participants in the Friday meeting of the Mathematics Section will hear authors Christopher Schaufele and Nancy Zumoff. Their topic, "Earth Algebra: College Algebra With Applications to Environmental Issues," is based on a course developed by the speakers whose purposes are to develop mathematical skills, improve problem solving and decision making ability, and to offer insight and enhance interest in, and appreciation of, the role of mathematics in society. The presentation is an overview of the content and methodology of the course Earth Algebra, which uses elementary equations to build models that can be used to study environmental problems. Both Mr. Schaufele and Ms. Zumoff are professors of mathematics at Kneeshaw State College.

Christopher Schaulele and Nancy Zumoff

Saturday's meeting will feature a panel discussion entitled "Attrition Rate: Should We Be Concerned?" The panelists will share with the audience the attrition rate at their schools in mathematics courses and address the following questions: What are the causes for high attrition rates in mathematics? Should we be concerned? If so, what can we as math educators do? Audience comments and questions will be solicited as time permits.

Panel members include Chris Bolt, instructor of mathematics at Eastfield College; Therese Jones, instructor of mathematics at Amarillo College; Robert Northcutt, instructor of mathematics at Southwest Texas State University; David Sanchez, instructor of mathematics at San Antonio College, and John Thomason, instructor of mathematics at Bee County College.

"CRITICAL THINKING" IS TOPIC FOR PSYCHOLOGY SECTION

Robert S. Feldman, professor of psychology at the University of Massachusetts at Amherst, will speak to the Friday section meeting of Psychology. His topic will be "Sex, Drugs, and Rock & Roll: Teaching Sensitive Topics to a Diverse Student Body." He is director of the personality and social psychology program at Amherst. A graduate of Wesleyan University and the University of Wisconsin–Madison, he is a former Fulbright Senior Research Scholar and Lecturer. His research interests include nonverbal behavior and the social psychology of education. He has written or edited 10 books, including *Social Psychology* (McGraw-Hill), *Fundamentals of Nonverbal Behavior* (Cambridge University Press), and his most recent work, *Understanding Psychology, 3rd edition* (McGraw-Hill).

Carol Tavris

Carol Tavris will be the speaker Saturday. She has appeared on numerous television and radio shows, including Phil Donahue, Sonya Live, the Today Show, the Home Show, and others across the country. She has taught at the Human Relations Center of the New School for Social Research in New York and in the psychology department at the University of California at Los Angeles. She is a fellow of the American Psychology Association and the American Psychological Society, and a member of the International Society for Research on Emotion. Her address for the session is "Psychobabble and Biobunk: Helping Students Think Critically About Psychology in the Media."

"COMPUTERIZED ACCOUNTING" IS SECTION TOPIC

Belverd E. Needles, Jr.

Susan Shaw Lanier

Belverd E. Needles, Jr., will address the Accounting Section Friday morning at 9:00 a.m. His topic will be "Meeting the Challenge of Change in the First-Year Accounting Course." Dr. Needles is the Arthur Andersen & Co. Alumni Distinguished Professor of Accounting at DePaul University. He is well-known for his research and writings in accounting education, including serving as editor for *Accounting Instructors' Report*, and as the author of several leading first-year accounting textbooks. In 1992, he was named the AICPA Outstanding Accounting Educator.

Saturday, the group will hear Susan Shaw Lanier, who will speak on "Computerized accounting—What Students Need to Learn." Since graduating from Louisiana State University in 1981 with the bachelor's degree in Accounting, Ms. Lanier has worked in private industry as well as education. She taught accounting, computerized accounting, and Lotus courses at Baton Rouge School of Computers. In 1986, she began reviewing textbooks and supplemental material for Prentice Hall publishers. She wrote the chapter on computerized accounting and much of the introductory material for the text *College Accounting*, by Jeff Slater. She has authored and co-authored several practice sets to supplement basic accounting texts. Her textbook *Computerized Accounting* was released by Prentice Hall in 1992.

HEALTH SECTION TO HOST AEROBICS DEMONSTRATION

Sarah Hermes, chairperson of the Health, Physical Education, and Recreation section, has arranged for a presentation on Friday by Roger Reynolds, associate director of continuing education for The Cooper Institute for Aerobic Research. Mr. Reynolds will offer a program, entitled "Exercise and Aging," which includes a low impact aerobic demonstration by Galveston College Fitness for Life students.

Roger Reynolds

The demonstration will highlight fitness and exercise programs for senior adults. Mr. Reynolds has distinguished himself as a leader in the field of physical fitness. As an athletic coach and consultant, he has promoted physical education, fitness, and wellness in schools, corporations, hospitals, law enforcement agencies, and government municipalities. In his present position with The Institute for Aerobics Research, he has played an important role in that organiza-tion's ongoing efforts in exercise physiology, nutrition, behavioral science, health promotion, youth fitness, and research.

Sue Jones, program coordinator in physical fitness technology at North Lake College, will present Saturday's program, entitled "Preparing Students for Employment in the Health/Fitness Industry." Dr. Jones is an extraordinarily active, involved, and published professional in the fields of rational behavior psychotherapy, human sexuality, physical fitness technology, and exercise physiology. Currently a college instructor, she has been the lead presenter in numerous professional symposia, and is nationally sought as a speaker and workshop facilitator.

Sue Jones

Dr. Jones' professional commitment to the evolving concept of "wellness" in all aspects of human endeavor has benefited thousands, and her pioneering work to establish physical fitness technology programs at the collegiate level is a nationally recognized model. Her personal commitment is exemplified by her successful competition in three marathon races, including the Boston Marathon.

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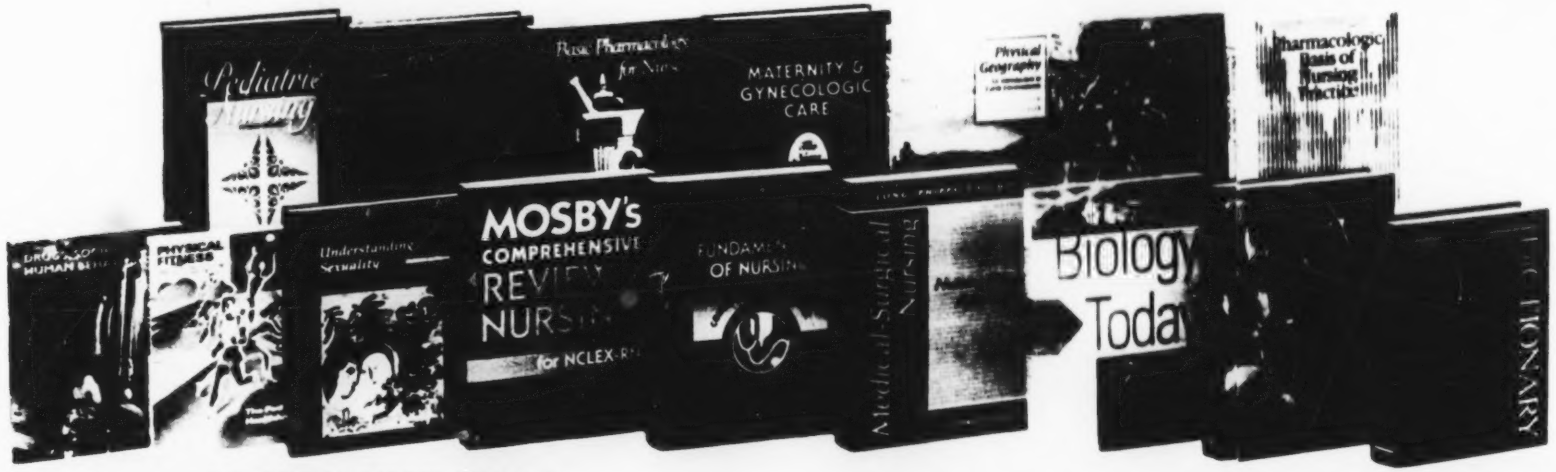
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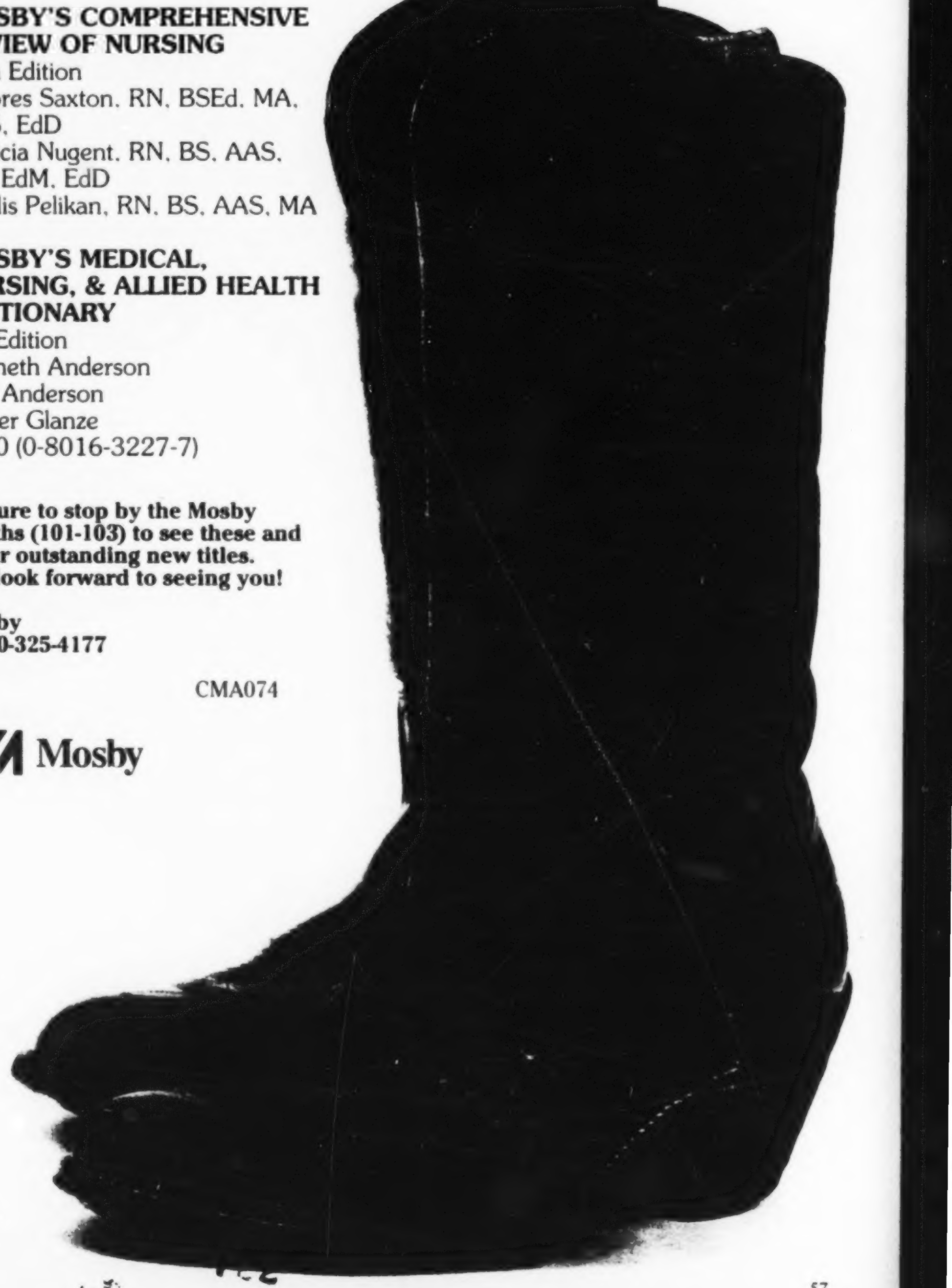

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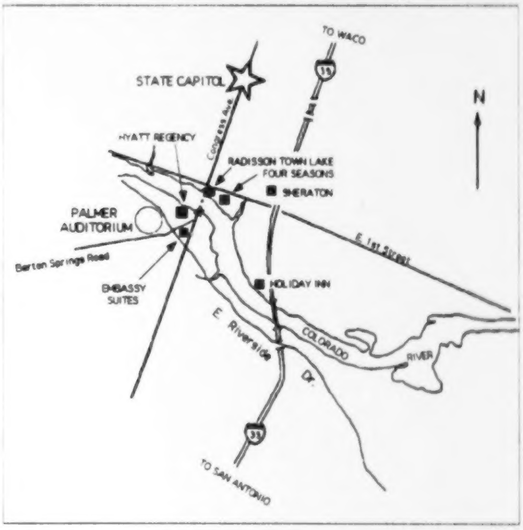
TJCTA members planning to attend the 46th annual convention, Feb. 18-20, 1993, in Austin, are encouraged to reserve hotel accommodations at once. A block of 1,200 rooms was reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. Hotel accommodations may be reserved by completing the form below and mailing it to the *Austin Convention Housing Bureau.* Reservations will be processed as they are received, on a first-come, first-served basis. **Reservations may NOT be made directly with the convention hotels.**



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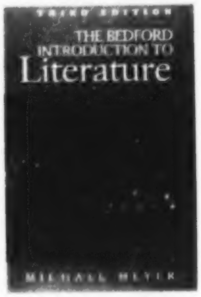

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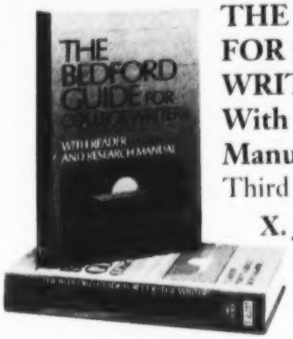
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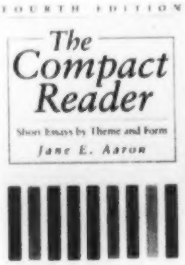

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APRIL 1993
NUMBER 4

3,703 REGISTER AT ANNUAL CONVENTION

The 1993 TJCTA convention held last February in Austin's Palmer Auditorium was attended by 3,703 members, guests, program participants, and exhibitor representatives. This makes the sixth straight year that convention registration has passed the 3,000 mark. TJCTA officials were pleased with the continued show of interest in the annual meeting.

"Attendance at this year's convention far exceeded our expectations," said TJCTA State President Marilyn Lancaster. "With budgets tight at colleges across the state, many schools have demonstrated their willingness to support the professional development of their faculty by maintaining travel allowances which made attendance possible for so many at this year's convention."

San Antonio College had the highest number of TJCTA members registered for the convention, with 205. McLennan Community College was represented by 173 members, and Austin Community College by 151. Every two-year college campus in the state was represented at the convention except two.

In addition to hearing two keynote addresses and selecting from among more than a hundred section meetings and numerous seminars, convention participants viewed 129 exhibits of the latest in educational technology and textbooks.

Members also elected officers for 1993-94. In the election of officers, Scott A. Nelson, Kingwood College, defeated James B. Riley, Palo Alto College, to be elected president-elect. Under the constitution, Dr. Nelson will automatically become president for the year 1994-95, following Brian K. Dille, Odessa College, who as president-elect chosen in the 1992 convention, succeeded to the presidency April 1, 1993.

Patricia Green Smith, Temple Junior College, was elected vice president, defeating Doris D. Patrick, Austin Community College. The vote in that race was close—Dr. Smith received 907 votes compared with Mrs. Patrick's 887. In the race for secretary, Glenda H. Easter, Bill J. Priest Institute, defeated David M. Wilcox, Houston Community College. Anna R. Holston, Central Texas College, outpolled David J. Ligon, Tyler Junior College, to be elected treasurer.

HIGHER EDUCATION FACING MAJOR CHALLENGES IN 1993 LEGISLATIVE SESSION

In a season of tight budgets, strong anti-tax sentiment, and deep cynicism about the effectiveness of state government, the seventy-third session of the State Legislature has moved swiftly toward adopting a budget to fund state agencies without raising taxes. As the biennial process of appropriating funds for activities of Texas state government entered its final stage, all eyes will be focused on ten lawmakers who will be meeting several hours each day—and evening—to adjust differences between two versions of the omnibus appropriations bill.

Of particular interest to community, junior, and technical colleges are the proposals for funding programs for the biennium beginning Sept. 1, 1993 and ending Aug. 31, 1995. The State Senate passed an appropriations bill providing almost $69 million more for community junior colleges over the biennium than the bill passed by the House of Representatives. Components of the Texas State Technical College System would receive $16.3 million more under the Senate version of the funding bill than under the House bill.

A comparison of amounts appropriated to individual colleges under each version of the bill appears on page 3.

Both budget plans rely on cost saving measures recommended by state Comptroller John Sharp to avert a tax increase. The Senate approved recommendations from Mr. Sharp's audit which would save the state approximately $2.2 billion through a variety of spending reductions, bookkeeping maneuvers, increases in federal funding, and delayed payments.

Under both the Senate and the House bills, most of the increase in state spending will be devoted to prisons and health and human services. Under the Senate plan, prisons would receive a 35.4 percent funding increase; health and human services would receive a 24.9 percent increase.

By contrast, the Senate plan would increase funding for higher education a mere three percent in the coming biennium. According to legislative budget officials, this increase would barely cover enrollment gains—expected to be as great as 40,000 to 50,000 statewide at public two-year colleges.

TJCTA State President Marilyn J. Lancaster has testified more than a dozen times to committees of the legislature, including the Education Subcommittee of the House Committee on Appropriations on Feb. 17, and the Senate Finance subcommittee meeting on Jan. 19. In her testimony, Mrs. Lancaster has urged legislators to "reaffirm the mission of Texas two-year colleges by giving them the financial support which is essential to the continued growth and prosperity of our state."

The issue of "performance funding," which received a great deal of attention last year, has not found much support among legislators in the Senate, where the funding measure was completely omitted from the appropriations bill. The House bill appropriates 5 percent of state funds for the 1993-94 fiscal year on the basis of "performance measures." The percentage goes to 10 percent for 1994-95. The proposed funding mechanism would allocate state dollars on the basis of an institution's ability to meet certain performance measures such as minority retention, course completers, credentials awarded, and successful remediation. Because money distributed on the basis of performance would come out of formula funds, rather than being an "add-on" to a base level of funding, many in higher education believe the proposal would have the effect of cutting state funding at some institutions where resources are already very scarce.

Retirement Contributions

Contributions to the Teacher Retirement System would continue at the current rate of 7.31 percent under both the Senate and the House bills. State contributions to the Optional Retirement Program would be continued at 7.31 percent under the Senate bill, but would be dropped to 6.0 percent under the House measure. The House bill does include a provision for a 7.31 percent ORP contribution rate if additional funding can be found. Both the Senate and House bills permit institutions to use "local or other funds" to supplement ORP contributions up to the level of 8.5 percent.

Insurance Contributions

The Senate appropriations bill also provides for some increase in the state contributions for the Higher Education Employees

(Continued on page 3)

PRESIDENT'S MESSAGE

This past year has been a good time for the Association and for me. As a group of professional educators, we should all be pleased with our accomplishments. This year we have achieved a record membership: over 6,300 members. This record marks the fourth straight year TJCTA has increased our membership, which is all the more remarkable when you consider the number of members who have retired from our profession as well as the difficult economic times we have all encountered. These record numbers suggest to me that each of you recognizes your role in maintaining the integrity of our profession through difficult times.

The number of TJCTA members has been particularly important to me as I've represented your interests before the Legislature. I precede each piece of testimony with a recognition of whom I represent—more than 6,300 educators from every discipline and every two-year college across the state of Texas. To members of the Legislature, that number represents our commitment to our profession, our students, and our institutions. When you have taken time to inform yourself about important issues by reading the Association's *Legislative Updates* and the *Messenger*, and when you have taken the time to call or write your legislator, you have reinforced your commitment and made the kind of difference for teaching that will secure the future role of community, junior, and technical colleges in Texas higher education.

This year legislators have responded to your letters and calls and, I think, to my testimony. As state president, I have testified more than a dozen times before several different committees on a variety of issues. If you have read TJCTA's *Legislative Updates*, you should know that our Association has vigorously opposed reductions in the state's ORP contribution, testifying before the Texas Sunset Commission, the Senate Committee on Finance, and the Subcommittee on Environment and General Government, as well as House Committee on Appropriations. We have argued against the downward expansion of The University of Texas at Tyler, an area served by five two-year colleges and two four-year colleges. As usual, we have vigorously fought for adequate funding for our institutions that now enroll nearly half of the state's post-secondary students but receive only 20 percent of higher education funding.

Legislators have listened, I believe, not just because they know that Texas two-year colleges offer exceptional educational opportunities, but they also know we eagerly accept the mission of responding to a diverse group of students and that we understand their needs and our unique role. Most importantly, they know we have responded to our mission in a cost efficient and cost effective manner. I have heard legislators say many more times than I can count that Texas community junior colleges are the best bargain in the state's budget. We are known as the educators who *teach*.

In part, I believe state legislators have listened to our Association because of the long tradition of excellence established by former TJCTA presidents, particularly in legislative years. Larry Shirts, a former TJCTA state president from North Harris College, and David Clinkscale, a former state president from Tarrant County Junior College, established a clear reputation for honesty and integrity in the 1989 and the 1991 legislative sessions. And, of course, there are many other fine educators who have served the Association well on legislative issues with their time and expertise. Their professionalism has given me a model to follow and a tradition to uphold.

I am sure that the current session will neither be as bad for community college education as we sometimes fear nor as good for us as we would wish. But I want each of you to know that you have contributed to our profession in a most tangible way by being part of our Association. As the Immediate Past President of TJCTA, I can assure you that your contribution has made a difference for me this past year, and I thank you.

Marilyn Lancaster

Plan to Attend

14th Annual TJCTA Conference for Faculty Organization Leaders

Austin
October 8-9, 1993

EDITORIAL POLICY

1. The *TJCTA Messenger* provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the *Messenger*. Publicity accorded to a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-contrast original of the manuscript with the author's name only on a separate cover sheet.

5. Articles published in the *Messenger* may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the *TJCTA Messenger*. Brief quotations and statistical data may be reproduced provided that the *TJCTA Messenger* is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Publications Committee, 901 MoPac Expressway South, Building I, Suite 410, Austin, Texas 78746-5747. Authors should retain copies of their manuscripts for their files.

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President

RICHARD MOORE
Associate Executive Director

CHARLES BURNSIDE
Executive Director

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LEGISLATIVE ISSUES FACING HIGHER EDUCATION

(Continued from page 1)

Insurance Program. The insurance program, administered under the Employees Retirement System, currently provides for state contribution rates ranging from $178 per month (for "employee only" coverage) to $348 (for "employee and family" coverage).

The original funding bill provided no increase in insurance contributions despite the certain raises in premiums. The Senate-passed bill includes funding to offset at least a portion of the additional cost; the House measure would make any increase in insurance appropriations contingent on availability of additional revenue.

Downward Expansion

Downward expansion of upper level institutions to four-year colleges is again a major issue this legislative session. Sen. Judith Zaffirini (D-Laredo) introduced legislation which would convert Laredo State University from an upper-level institution to a component of the Texas A&M University System, with authorization to offer freshman and sophomore classes in the fall of 1995. The bill passed the Senate and has been favorably reported by the House Committee on Appropriations.

A bill that originally would have allowed the downward expansion of The University of Texas at Tyler was considered by the House Higher Education Committee March 31. Introduced by Rep. Ted Kamel (R-Tyler), the bill as amended would encourage partnership agreements between upper-level and community colleges. Testifying against the original language in the bill, Mrs. Lancaster said that TJCTA opposes the downward expansion of any institution because the present system of higher education is not adequately funded. Citing institutions currently serving the Tyler area, she said, "Our association believes that by expanding The University of Texas at Tyler the state will spend its limited higher education funds to duplicate existing programs."

Throughout this legislative session, TJCTA has consistently and effectively represented the interests of faculty in two year colleges across Texas. As the session continues, it is vitally important that legislators be made aware of the concerns of educators on matters affecting higher education in Texas.

COMPARISON OF FUNDING PROPOSALS FOR TWO-YEAR COLLEGES

Following is a comparison of the amounts appropriated for each public community junior college district and for each component of the Texas State Technical College System under the two versions of the biennial appropriations bill.

College District	House Bill	Senate Bill
Alamo Comm College	$ 79,163,526	$ 83,372,560
Alvin Comm College	15,273,044	16,118,106
Amarillo College	19,661,415	21,087,696
Angelina College	9,686,493	10,283,270
Austin Comm College	52,501,432	56,548,106
Bee County College	10,469,740	11,019,572
Blinn College	22,159,020	23,592,480
Brazosport College	8,785,612	9,296,608
Central Texas College	23,230,819	25,226,996
Cisco Junior College	7,084,917	7,233,930
Clarendon College	3,894,801	3,146,644
College of the Mainland	11,154,998	11,910,116
Collin County Comm Coll	22,618,701	24,267,606
Cooke County College	8,828,892	9,488,926
Dallas County Comm Coll	126,770,474	135,570,524
Del Mar College	32,829,441	34,707,040
El Paso Comm College	48,138,824	50,500,224
Frank Phillips College	3,952,142	4,181,450
Galveston College	6,817,706	7,232,862
Grayson County College	9,851,248	10,381,422
Hill College	6,710,882	7,678,032
Houston Comm College	93,141,165	101,181,664
Howard College	13,593,482	14,512,042
Kilgore College	17,201,779	18,767,532
Laredo Junior College	18,302,560	18,890,676
Lee College	17,042,995	17,783,308
McLennan Comm College	18,775,811	20,154,076
Midland College	10,843,918	11,987,536
Navarro College	10,798,587	11,449,744
N Harris Mont Comm Coll	43,313,709	46,295,170
N'east Texas Comm College	5,884,223	6,273,638
Odessa College	15,116,936	16,294,464
Panola College	5,359,777	5,728,946
Paris Junior College	9,466,620	10,020,022
Ranger Junior College	3,981,978	3,215,742
San Jacinto College	48,617,016	51,644,726
South Plains College	18,255,554	19,455,394
Southwest Texas Jr College	8,132,561	8,406,752
Tarrant County Jr College	62,634,974	67,233,614
Temple Junior College	6,767,809	7,158,110
Texarkana College	13,953,706	14,928,458
Texas Southmost College	17,754,999	18,566,888
Trinity Valley Comm College	16,048,644	16,999,320
Tyler Junior College	24,442,131	26,124,278
Vernon Regional Jr College	6,056,958	6,333,218
The Victoria College	10,507,638	11,090,840
Weatherford College	6,430,106	6,782,290
Western Texas College	4,447,729	4,673,422
Wharton County Jr College	10,774,524	11,468,510
TOTAL	*$1,067,232,016*	*$1,136,228,550*
TSTC System Admin	$ 824,338	$ 824,338
TSTC Amarillo	8,136,421	11,679,001
TSTC Harlingen McAllen	26,935,799	30,056,199
TSTC S'wtr Abilene Brnwd	12,305,439	14,672,808
TSTC Waco Marshall	43,721,230	51,064,423
TOTAL	*$ 91,923,227*	*$ 108,296,769*

House-Senate Conference Committee on General Appropriations Bill

Senators

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Telephone: 463-0113 *Office No.:* 327
Montford, John (D-Lubbock)
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Telephone: 463-0121 *Office No.:* 309
All offices are in One Capitol Square.

Representatives

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Telephone: 463-0566 *Office No.:* E2.316
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Telephone: 463-0568 *Office No.:* E2.718
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McDonald, Nancy (D-El Paso)
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PROPER FORM OF ADDRESS FOR STATE SENATORS

The Honorable __________
The Senate of Texas
P. O. Box 12068—Capitol Station
Austin, Texas 78711

Dear Senator __________:

PROPER FORM OF ADDRESS FOR STATE REPRESENTATIVES

The Honorable __________
Texas House of Representatives
P. O. Box 2910
Austin, Texas 78768-2910

Dear Representative __________:

TJCTA MEMBERSHIP SETS RECORD FOR FOURTH STRAIGHT YEAR

For the fourth consecutive year, membership in the Texas Junior College Teachers Association has passed the 6,000-mark. In each year, the organization has set an all-time record total membership. This year more than 6,300 educators—from every community, junior, and technical college in the state—have enrolled as TJCTA members.

State membership chairperson Doris D. Patrick of Austin Community College expressed pleasure with the successful membership campaign. The excellent response to this year's membership drive was especially gratifying to Mrs. Patrick. "The campus representatives share much of the credit for the success TJCTA has enjoyed," Mrs. Patrick said. "They sent reminders and made personal contacts to be certain every potential member received an invitation to join TJCTA. The dedication of the campus representatives to the organization makes TJCTA a more effective advocate for faculty across this state," she said.

The largest increase this year came at Southwest Texas Junior College, where membership increased from 44 to 71, a gain of 27 members—and an 84 percent increase. Barbara A. Blair is campus representative at Southwest Texas Junior College.

A significant membership increase was also reported at McLennan Community College, where Margaret A. Harbaugh is campus representative. Ms. Harbaugh reported an enrollment gain on that campus of 23 members over the preceding year.

San Antonio College, where Ellen H. Brennan leads the membership effort, and the Bill J. Priest Institute, under the leadership of Glenda H. Easter, each posted enrollment increases of 19 members over the preceding year.

The TJCTA statewide membership total for 1992-93 is 6,322, compared with 6,277 the preceding year.

Census Bureau Statistics Reflect Changes in Texas Job Market

The U. S. Bureau of the Census recently released the *1990 Census of Population and Housing Summary*. The summary included both national and state employment figures.

Nationally, the report reflected dramatic changes in the composition of the American labor market. For the first time, the number of skilled white-collar workers exceeded that of skilled blue-collar workers. The ranks of women in executive, administrative, and managerial positions rose by about 95 percent in the past ten years; and among blacks, the number of women actually exceeds that of men in top positions.

As America becomes increasingly urban, the ratio of farmers to specialized professionals continues to fall. For instance, in 1970, there were 4.5 farmers for every lawyer in America; in 1990 there were 1.4 farmers per lawyer.

Also included in the 1990 census was the survey of income and program participation. Part of this survey monitors the number of people in the workforce. The Census Bureau reported, "Nearly one-half of all persons who moved into a job over the period entered a position in the retail trade and professional and related services industries." The category of professional and related services industries includes jobs found in hospitals, schools, doctors' offices, and libraries.

More persons entering the job market during the 28-month period covered by the survey (from the end of 1986 to the beginning of 1989) found employment in the service area than all other occupational fields. The nature of the jobs in the service area is varied. For instance, the "service field," which is one segment of the service area, includes positions such as janitors, food counter workers, and child care workers. "Sales jobs" include sales clerks and cashiers, as well as real estate agents and stock brokers. Administrative support and clerical occupations include computer equipment operators, postal clerks, and receptionists.

The Census Bureau divides the job market into three large categories: goods-producing industries; high-paying service-producing industries; and low-paying service-producing industries. The Bureau reports, "Overall, 34 percent of workers age 16 and over were employed in a 'high-paying' service producing industry. However, 42 percent found work in a 'low-paying' service-producing industry." The remaining 24 percent were employed in the goods-producing industries.

Goods-producing industries include agriculture, forestry and fisheries, mining, construction, and manufacturing. The high-paying service-producing industries include transportation, communication, and public utilities, wholesale trade, finance, insurance, and real estate, professional and related industries, and public administration. Low-paying service-producing industries include retail trade, business and repair services, personal services, and entertainment and recreation services.

In Texas, the Census Bureau reported significant increases in certain fields. The chart below shows employment trends in Texas from 1980 to 1990 by occupational category.

These figures reveal a growth in the overall employment in Texas of more than 1.3 million workers. The figures also reflect an increase in sales, service, professional specialty, and administrative support occupations, and an overall decrease in manufacturing jobs.

National figures reflect many of the same trends Texas is experiencing. Below is a list of occupations whose ranks are increasing or decreasing rapidly.

Occupations in Demand

	1970	1990
Computer Analysts	107,580	471,290
Dietitians	43,275	90,223
Finance Managers	220,483	635,911
Food Service	3.3 mil.	5.7 mil.
Lawyers	288,478	779,471
Physicians	296,988	586,715
Police Officers	427,607	822,283
Prison Officers	47,716	184,667
Psychologists	29,575	191,962
Public Relations	80,302	167,568

Occupations in Decline

	1970	1990
Barbers	178,997	84,626
Domestics	1.2 mil.	563,918
Elevator Operators	40,393	11,411
English Professors	40,901	24,276
Farmers	1.3 mil.	1.1 mil.
Rail Workers	248,547	121,846
Shoe Repairers	42,451	28,028
Tailors	72,991	56,807
Textile Workers	2.0 mil.	1.4 mil.
Tool, Die Makers	202,333	142,814

SOURCE: *U.S. News and World Report*

Employment Trends in Texas

1990 Census Bureau figures reflect dramatic changes in the workplace

Occupation	**1980**	**1990**	**Change**
Managerial and professional specialty occupations			
Executive, administrative, and managerial occupations	654,538	938,354	+ 283,816
Professional specialty occupations	713,336	1,015,909	+ 302,573
Technical, sales, and administrative support occupations			
Technicians and related support occupations	206,911	298,039	+ 91,128
Sales occupations	698,028	954,611	+ 256,583
Administrative support occupations, including clerical	1,079,241	1,232,384	+ 153,143
Service occupations			
Private household occupations	47,317	50,387	+ 3,070
Protective service occupations	79,598	130,999	+ 51,401
Service occupations, except protective and household	624,163	848,940	+ 224,777
Farming, forestry, and fishing occupations	179,925	196, 624	+ 16,699
Precision production, craft, and repair occupations	951,435	896,290	– 55,145
Operators, fabricators, and laborers			
Machine operators, assemblers, and inspectors	458,827	412,571	– 46,256
Transportation and material moving occupations	314,350	320,773	+ 6,423
Handlers, equipment cleaners, helpers, and laborers	304,176	302,398	– 1,778

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

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Odessa College

Scott A. Nelson
President-Elect
Kingwood College

Patricia Green Smith
Vice President
Temple Junior College

Glenda H. Easter
Secretary
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COMMITTEES, 1993-94

(Appointments expire March 31, 1994, unless otherwise indicated.)

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Mary R. Parker, Austin Community College
Michael A. White, McLennan Community College

DORIS BURBANK RECEIVES TJCTA DISTINGUISHED SERVICE AWARD

Doris Deats Burbank

The first general session of the forty-sixth annual Texas Junior College Teachers Association convention included the presentation of the TJCTA Distinguished Service Award to Doris Deats Burbank, Alvin Community College.

Mrs. Burbank's involvement in TJCTA covers almost 20 years of service on numerous committees, including five years as an officer on the Executive Committee. She was State President in 1980-81. She also served on the *ad hoc* Constitutional Revision Committee from 1990 to 1992. Mrs. Burbank continues to play an active role in TJCTA. She currently serves on the TJCTA Advisory Committee on Long-Range Planning.

Mrs. Burbank is only the fourth recipient of the award since it was first presented in 1981. Paul McFerran, Texarkana College, received the award in 1981; Mitchell Grossman, San Antonio College, was honored in 1987; and Lawrence Bell, Tarrant County Junior College–Northeast Campus, received the award in 1990.

REP. WILHELMINA DELCO HONORED AT ANNUAL CONVENTION

Rep. Wilhelmina Delco

The Texas Junior College Teachers Association was honored to present a "Salute to Wilhelmina Delco" at its forty-sixth annual convention. Rep. Delco (D-Austin) was selected on the basis of her long standing commitment and effective leadership on behalf of higher education in Texas.

The event featured addresses from notable figures in Texas government and higher education. These included James E. "Pete" Laney, Speaker of the Texas House of Representatives; Steven Carriker, member of the Texas Senate; Kenneth H. Ashworth, Commissioner of Higher Education; Marvin R. Felder, President, Texas Public Community/Junior College Association; and Marilyn J. Lancaster, President, Texas Junior College Teachers Association. The speakers expressed their gratitude and respect for the leadership Rep. Delco has provided.

Rep. Delco has been a tireless advocate for Texas two-year colleges. Her dedication earned her the TJCTA Legislator of the Year Award in 1983.

COORDINATING BOARD ENLISTS TWO FROM TJCTA TO SERVE ON COMMITTEE

Brian K. Dille

Scott A. Nelson

Brian K. Dille, Odessa College, and Scott A. Nelson, Kingwood College, have been appointed to the Public Community Junior and Technical College Formula Advisory Committee of the Texas Higher Education Coordinating Board. Commissioner Kenneth H. Ashworth appointed Dr. Dille, President of the Texas Junior College Teachers Association, as an *ex officio* member of the committee, with a term to extend through his tenure as President of TJCTA. Dr. Nelson, President-elect of TJCTA, who was appointed to the committee in 1991, will continue to serve on the committee until December 31, 1998.

The advisory committee was created by the Coordinating Board, as directed by the Legislature, to recommend formula rates in the appropriations process for community, junior, and technical colleges for the 1995-1997 biennium. Dr. Dille and Dr. Nelson are the only two faculty members to serve on the 19-member panel. The committee also consists of four laypersons, six college financial or operations officers, and seven two-year college presidents or chancellors.

Gilbert Leal, President of Texas State Technical College at Harlingen, will serve as chairperson for the committee.

SCHEDULE OF COMMITTEE MEETINGS
1993-94

(Note: All committees are subject to additional meetings as called by their chairpersons. Ending times for meetings are indicated to facilitate planning and travel arrangements. Meetings will end not later than *times indicated.)*

EXECUTIVE COMMITTEE

Friday, October 8, 1993, 5:00–7:00 p.m.
Friday, December 3, 1993, 6:00–10:00 p.m.
Saturday, December 4, 1993, 9:00 a.m.–4:00 p.m.
Wednesday, February 23, 1994, 6:00–10:00 p.m.
Thursday, February 24, 1994, 4:00–5:00 p.m.
Saturday, February 26, 1994, 12:00 Noon–3:00 p.m.

PROFESSIONAL DEVELOPMENT COMMITTEE

Friday, October 8, 1993, 1:00–5:00 p.m.
Thursday, February 24, 1994, 1:00–3:00 p.m.

LEGISLATIVE COMMITTEE

Saturday, October 23, 1993, 10:00 a.m.–3:00 p.m.
Thursday, February 24, 1994, 1:00–3:00 p.m.

MEMBERSHIP SERVICES COMMITTEE

Saturday, October 16, 1993, 10:00 a.m.–3:00 p.m.
Thursday, February 24, 1994, 1:00–3:00 p.m.

NOMINATING COMMITTEE

Saturday, November 6, 1993, 10:00 a.m.–3:00 p.m.

RESOLUTIONS COMMITTEE

Thursday, February 24, 1994, 3:00–4:00 p.m.

AUDITING COMMITTEE

Thursday, February 24, 1994, 2:00–3:00 p.m.

PUBLICATIONS COMMITTEE

Saturday, September 18, 1993, 10:30 a.m.–3:00 p.m.
Thursday, February 24, 1994, 1:00–3:00 p.m.

ELECTION COMMITTEE

Thursday, February 24, 1994, 9:00–10:00 p.m.

NOTE TO COMMITTEE MEMBERS: Please do not wait for additional announcements of the meetings scheduled above. If you plan to travel to the committee meeting site by plane, schedule flight reservations *at least* one month in advance in order to take advantage of the most economical air fares available.

LEGISLATION OF INTEREST TO TWO-YEAR COLLEGES

Following is a listing of selected bills filed in the Texas Legislature which would affect public two-year colleges. *Status is reported as of May 3, 1993. Further action is not anticipated on bills indicated with asterisks (*).*

Senate Bills

S. B. 5 (by Montford) General Appropriations Bill. Passed the Senate March 2, 1993; passed the House with amendments, April 15, 1993; sent to Conference, April 26, 1993.

S. B. 6 (by Zaffirini) would convert Laredo State University from an upper-level institution to a component of the Texas A&M University System, authorized to offer freshman and sophomore level courses beginning in the fall of 1995. Passed the Senate March 8, 1993; favorably reported, House Committee on Appropriations, April 7, 1993.

*S. B. 68 (by Bivins) would direct the Coordinating Board to prepare a "general academic course guide manual" and require institutions to identify at least 45 semester credit hours which are "substantially equivalent" to courses in the manual.

*S. B. 69 (by Bivins) would require the Coordinating Board to assess the "educational impact" of legislation to establish an additional institution, campus, extension, or professional school, or to convert or merge such entities.

*S. B. 143 (by Madla)—Companion to H. B. 1980. Would provide for part-time employees one-half the benefits provided for full-time employees under the higher education employees insurance program.

S. B. 251 (by Lucio) would convert the McAllen extension center of the Texas State Technical College to a joint-county community college to be known as South Texas Community College, effective Sept. 1, 1993. Passed the Senate Feb. 22, 1993; favorably reported, House Committee on Higher Education March 24, 1993.

S. B. 300 (by Rosson) would have the Commissioner of Higher Education appointed by the Governor with the advice of the Senate, instead of having the Commissioner appointed by the Texas Higher Education Coordinating Board. Scheduled for hearing May 5, 1993, Senate Committee on Education.

S. B. 330 (by Haley) would add two "purposes" to the statutory responsibilities of community colleges: the offering of work force development programs and adult literacy programs. Passed the Senate March 16, 1993; favorably reported, House Committee on Higher Education, April 28, 1993.

*S. B. 437 (by Brown) would allow a member of the Teacher Retirement System to add five years to his or her age and five years to his or her service credit to determine eligibility for retirement in certain circumstances; would apply to retirements between May 31, 1994 and Aug. 31, 1994.

S. B. 485 (by Parker) would direct the Texas Higher Education Coordinating Board to establish a compulsory, two-day training program for members of college and university governing boards. Passed the Senate March 17, 1993; favorably reported, House Committee on Higher Education, April 28, 1993.

*S. B. 538 (by Barrientos) would create a "higher education grievance panel" to adjudicate grievances concerning employment issues after an employee has exhausted internal grievance procedures available at the institution.

S. B. 591 (by Luna) — Companion to H. B. 220. Would prohibit a former junior college board member from being appointed to a position in the district for a minimum of one year after the board member's service on the board ends. Passed the Senate March 23, 1993; passed the House April 15, 1993; signed by the Governor April 29, 1993.

S. B. 642 (by Ellis) would create the Texas Commission on Workforce Competitiveness. Scheduled for Senate debate.

S. B. 654 (by Parker)—Companion to H. B. 1670. Would create the Texas Advanced Placement Incentive Program and establish incentives for public school districts to offer college advanced placement courses. Passed the Senate March 30, 1993; passed the House April 30, 1993..

*S. B. 756 (by Haley) would allow a member of the Teacher Retirement System who has at least 20 years of service credit and who is at least 50 years of age to add five years to age and five years to service credit in calculating retirement benefits, with the net cost to the state for "early retirement" to be reimbursed by the employing institutions; would apply to retirements between Jan. 1, 1994 and Jan. 1, 1995.

*S. B. 874 (by Madla) would prohibit a college from "directly or indirectly" coercing or requiring a faculty member to join an organization or from discouraging or prohibiting a faculty member from joining an organization or from participating in political affairs. Similar to H. B. 1535.

S. B. 1184 (by Haley) would authorize community colleges and upper-level universities in the same state service region to enter into partnership agreements "designed to coordinate the management and operations of the institutions." Favorably reported, Senate Committee on Education, April 28, 1993.

*S. B. 1239 (by Turner) would increase the maximum coverage for annuity contracts (including ORP accounts) under the Insurance Guaranty Association Act from $100,000 to $300,000.

S. B. 1321 (by Barrientos) would create a "right to an academic fresh start," providing that if an applicant seeks admission to a college or university the institution may not consider academic credits or grades earned by the applicant 10 or more years prior to admission under this provision. Passed the Senate, April 28, 1993.

S. B. 1324 (by Bivins) would exempt from the Texas Academic Skills Program students receiving composite scores on ACT or SAT in the 80th percentile or higher. Passed the Senate, April 22, 1993; favorably reported, House Committee on Public Education, April 30, 1993.

*S. B. 1422 (by Madla) relates "to the rights of public junior college faculty members," and would prescribe procedures for certain faculty members being denied contract renewal." Pending in Senate Committee on Education. *[This bill has been described by TJCTA attorneys as being "fundamentally flawed and ill-conceived."]*

House Bills

H. B. 1 (by Kubiak) would exclude from a student's grade point calculation a grade of C, D, or F in a course repeated for credit if a higher grade was earned when the course was repeated. Scheduled for House debate.

H. B. 220 (by Rodriguez)—Favorably reported, House Committee on Higher Education, March 10, 1993. Senate companion bill (S.B. 591) passed the Senate March 23, 1993; passed the House April 15, 1993; signed by the Governor April 29, 1993.

*H. B. 414 (by Danburg) would limit public junior college trustees to no more than "two consecutive full terms."

H. B. 517 (by H. Cuellar) — Companion to S. B. 6.

H. B. 650 (by Junell) General Appropriations Bill. S.B. 5 substituted for House bill; passed the House with amendments, April 15, 1993; sent to Conference, April 26, 1993.

H. B. 1102 (by Gutierrez) is similar to S. B. 251.

*H. B. 1456 (by A. Smith) would direct the Coordinating Board to set minimum admission standards, minimum course standards, a "core course curriculum," and student performance criteria at each public junior college. Pending in House Committee on Higher Education.

*H. B. 1465 (by Dear) would allow a member of the Teacher Retirement System to add five years to the member's age and five years to the member's service credit to establish retirement eligibility; would apply to retirements between Jan. 1, 1994 and Jan. 1, 1995.

H. B. 1484 (by Bailey) would authorize salary deductions for junior college employee "contributions" to professional organizations. Favorably reported, House Committee on Higher Education, April 22, 1993.

H. B. 1535 (by Bailey) would prohibit a college from "directly or indirectly" coercing or requiring a faculty member to join an organization or from discouraging or prohibiting a faculty member from joining an organization or from participating in political affairs. Similar to S. B. 874. Favorably reported, House Committee on Higher Education, April 22, 1993.

H. B. 1610 (by A. Smith) would create a Texas Department on Workforce Development and transfer responsibilities for administration of postsecondary vocational-technical education from the Texas Higher Education Coordinating Board to the department. Pending in House Committee on Economic Development.

*H. B. 1653 (by Shields) would exempt students earning certain composite scores on ACT or SAT examinations from the Texas Academic Skills Program (TASP).

*H. B. 1980 (by Rodriguez)—Companion to S. B. 143; favorably reported by House Committee on Investments and Banking April 5, 1993.

H. B. 2371 (by Hernandez) would require the Texas Higher Education Coordinating Board to develop policies encouraging institutions of higher education and their faculty members to create "substantive relationships" with nearby school districts. Pending in House Committee on Higher Education.

*H. B. 2442 (by Bailey) relates "to the rights of public junior college faculty members," and would prescribe procedures for certain faculty members being "dismissed or denied renewal." Pending in House Committee on Higher Education. *[This bill has been described by TJCTA attorneys as being "fundamentally flawed and ill-conceived." The House sponsor has indicated that he will not seek further action on the measure.]*

H. B. 2562 and 2563 (by Black) would merge Central Texas College, a public junior college, with a private university (Central Texas University), and allow the transfer of the university to a public university system [presumably the Texas A&M University System]. Favorably reported, House Committee on Higher Education, April 22, 1993.

H. B. 2578 (by Kamel) would authorize "partnership agreements" between community colleges and upper-level universities located within the same service region. (Provision for "downward expansion" of The University of Texas at Tyler in 1997 has been deleted in subcommittee.) Pending in subcommittee, House Committee on Higher Education.

H. B. 2793 (by Delco) would exempt from the Texas Academic Skills Program (TASP) students who achieve certain levels (set by the Texas Higher Education Coordinating Board) in the TAAS, SAT, or ACT test. Scheduled for House debate.

H. B. 2867 (by Johnson) would allow a member of the Teacher Retirement System who has at least 20 years of service credit and who is at least 53 years of age to add two years to age and two years to service credit in calculating retirement benefits, with the net cost to the state for "early retirement" to be reimbursed by the employing institutions; would apply to retirements between June 1 and August 31, 1994.

LEGISLATIVE INFORMATION

For information on the status of legislation and schedules of House and Senate committees, call toll-free: 1-800-253-9693 (in Austin, call 463-1251), between 9:00 a.m. and 5:00 p.m., Monday through Friday.

1993 CONVENTION ATTRACTIONS

THE FIRST GENERAL SESSION featured a "Salute to Wilhelmina Delco," which included addresses by (left to right) Texas House Speaker James E. "Pete" Laney; State Sen. Steven Carriker; Kenneth H. Ashworth, Commissioner of Higher Education; and Marvin R. Felder, President of the Texas Public Community/Junior College Association.

AWARDS PRESENTED at the convention included the TJCTA Distinguished Service Award, left, given to Doris Deats Burbank, Alvin Community College. Rep. Wilhelmina Delco, center, received the TJCTA Legislator of the Year Award. William Moore, right, was the keynote speaker at the Second General Session.

This year's convention registered more than 3,700 members, exhibitor representatives, guests, and program participants.

About 500 members attended the banquet preceding the First General Session.

—Photos by Tom Stutzenburg—

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